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ABSTRACT

Indiana's goal for education is that every young person leaving or completing his school program should be ready for higher education or have a salable skill for entering useful and rewarding employment. This concept has been embodied within the Career Education Curriculum Guide and the State Career Education Model. The guide has derived, from the career education model, its four main levels: (1) introduction, for K through 5 (awareness of self and respect for the world of work); (2) exploration, for 6 through 8 (exploratory experiences are important in the process of career development); (3) investigation, for 9 through 10 (career cluster investigation is essential to the developmental process), and (4) experience, for 11 through 12 (career preparation is achieved through successful educational and training experience). Each unit is divided by grade level, subject area, and concept cluster with an outline of appropriate learning objectives, learning experiences, and materials and resources. The second half of the document (168 pages) contains 12 appendixes suggesting activities, books and pamphlets, bulletin board ideas, career club information, commercial materials, films and filmstrips, forms, games, inexpensive sources of career information, test information, a directory of publishers, and a two-page bibliography. (Author/BP)

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career education curriculum guide

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Harold H. Negley, Superintendent

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career education curriculum guide

Indiana
State Department of Public Instruction
Harold H. Negley, Superintendent
1973

Indiana is embarking upon an educational system which supports the emphasis given to Career Education by former U.S. Commissioner of Education Sidney P. Marland. This educational system is all-encompassing and involves the education of the future. It is a system which is gaining more national interest than any other concept in the history of education.

Our goal for education is that every young person leaving or completing his high school program should be ready to enter higher education or have a salable skill for entering useful and rewarding employment. This concept has been embodied within the *Career Education Curriculum Guide* and the Career Education Model.

The intent in creating these materials has been to provide an agent to facilitate career development in the school community. We do not profess to have found the ultimate answer but, rather, to have developed materials which we feel can change and improve the user's program. It is a challenge to users to take advantage of the right and the opportunity not only to create, but also to put into practice and evaluate the results of what has been created.

This guide has been developed to serve as a framework around which to build: its success is contingent upon the efforts of users to expand and modify the contents for application at the local level.

Harold H Negley

Harold H. Negley,
State Superintendent of Public Instruction

INTRODUCTION

Will today's students be tomorrow's workers by choice or by chance? The Career Education concept assures the student a choice by exposing him to a wide range of career development experiences beginning at the earliest grades and continuing throughout high school. Dr. Sidney P. Marland Jr., former U.S. Commissioner of Education, clarifies the concept of Career Education as, "...all educational experiences – curriculum, instruction and counseling – should be geared to preparation for economic independence, personal fulfillment and an appreciation for the dignity of work." He continues: "...Career Education will eliminate the artificial separation between things academic and things vocational." This guide has grown from the editors' beliefs that every student in Indiana has the right to these opportunities and that educators have an obligation to provide the program.

To introduce Career Education in Indiana the editors have developed a model, kindergarten through grade 12, describing how the concept of Career Education may be implemented. It suggests the introduction of Career Education at the primary level with increasing emphasis as the student progresses through the various stages of exploration, investigation and experiences. With this model, all students will have the opportunity to prepare for employment or entrance into a post-secondary institution.

The editors do not intend this curriculum guide to be a panacea for implementing Career Education in Indiana. The guide is meant to serve only as a catalyst to aid those educators who are searching for methods of making their classroom activities more relevant to student needs.

The ideas presented in this guide are useless unless applied or tested in the classroom setting. Examples of how career-related activities and resources can be integrated into the current curriculum, making subject matter more meaningful to the students, are included in the guide. Many of the suggested activities, materials and resources are described more completely in the Appendix. Users of the guide are invited and encouraged to expand and modify the contents to meet the needs of their local schools.

A task force of Indiana educators involved in the piloting of the original curriculum guide has read and evaluated all of the activities implemented and reported on by the schools in the 1972-73 Career Education Pilot Projects. This guide is the result of their efforts and the efforts of teachers, counselors and administrators in the pilot schools.

The editors have enjoyed working with these educators and developing this guide for your information and use. Please contact them or representatives from the Department of Public Instruction's Division of Vocational Education or Division of Pupil Personnel Services for additional information on Career Education.

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contents

The State Model for Career Education 1
Glossary 5
K-5 Introduction 7
K-5 Unit Guide 9
6-8 Explore 67
6-8 Unit Guide 69
9-10 Investigate 139
9-10 Unit Guide 141
11-12 Experience 165
11-12 Unit Guide 167
Appendices 185
  A Activities 185
  B Books and Pamphlets 265
  C Bulletin Board Suggestions 271
  D Career Club Information 283
  E Commercial Materials 289
  F Films and Filmstrips 293
  G Forms 299
  H Games 337
  I Inexpensive Sources of Career Information 341
  J Test Information 345
  K Directory of Publishers 363
  L Bibliography 377

The State Model for Career Education

CAREER EDUCATION
IS
TOTAL EDUCATION

(K-5) INTRODUCE

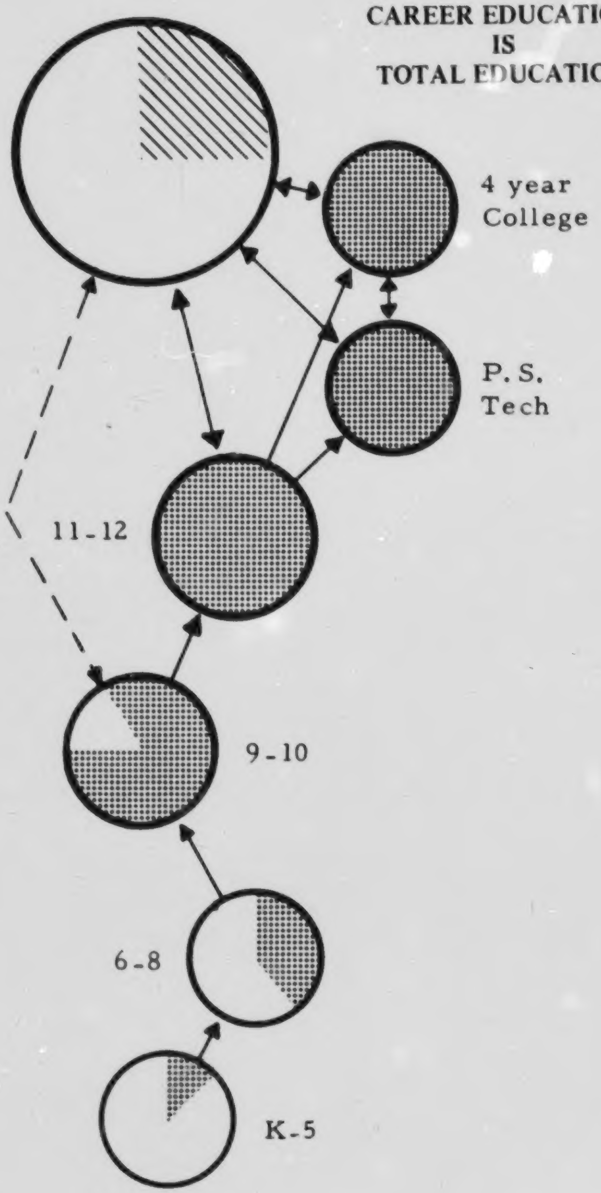
AWARENESS OF SELF AND RESPECT FOR THE WORLD OF WORK

Self-awareness and a realistic awareness of the world of work will assist students in gaining respect for work and appreciate its importance to our society.

(6-8) EXPLORE

EXPLORATORY EXPERIENCES ARE IMPORTANT IN THE PROCESS OF CAREER DEVELOPMENT

Many exploratory experiences are essential for a student to have a broader knowledge base of self and in order to make more realistic educational and occupational choices.



(9-10) INVESTIGATE

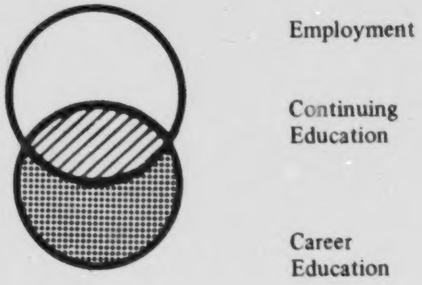
INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENTAL PROCESS

Career cluster investigation better prepares students to identify interests, assess potential and make informed decisions regarding their immediate goals.

(11-12) EXPERIENCE

CAREER PREPARATION IS ACHIEVED THROUGH SUCCESSFUL EDUCATIONAL AND TRAINING EXPERIENCE

Sequential career education prepares students for entering either post-secondary education or useful and rewarding employment.



GLOSSARY

APTITUDE – The natural ability or potential to do something, which can be developed by practice or training in a skill.

ASSOCIATE FACULTY – Practitioners representative of a specific job within a career cluster.

AWARENESS – Perception of the world of work, of workers and of self.

CAREER – An individual's total life experience; a life-style.

CAREER CHOICE PROCESS – A systematic approach to making a career decision using valid data about self, job opportunities and future job trends.

CAREER DEVELOPMENT – Self development over the life span through education, work and use of leisure time.

CAREER EDUCATION – Total education, composed of all educational experiences that prepare the individual for economic independence, personal fulfillment and an appreciation for the dignity of work.

CAREER GUIDANCE – Activities which facilitate career development in individuals.

CAREER PATTERNS – A design affected by an individual's parental socio-economic level, mental ability and personality characteristics, and by the opportunities to which he is exposed.

COMMUNITY RESOURCES – People, places and materials available within a local community that will aid in the dissemination of accurate career information.

COOPERATIVE EDUCATION – The combination of a school-community program of vocational instruction which utilizes the training and educational resources, facilities and personnel of both the local school and the community.

EMPLOYMENT – Any work for pay or profit.

ENTRY LEVEL JOB – A job that requires no previous training or experience to perform or one in which the employer provides training or training was available through usual educational programs.

FOCUS OF ACTIVITY – Characteristics of what people do, how they do it and where they do it.

HUMAN DEVELOPMENT – A sequential pattern of development that takes place with a corresponding sequence in the type of acts that the individual can perform.

JOB – An activity performed regularly in exchange for payment.

JOB EXPLORATION – A process of investigating the world of work by study, field trips, guest speakers, simulated work experience and "hands on" experience.

JOB FAMILIES – Jobs related due to similarity in work performed.

JOB TRAINING – Training for a piece of work to be done for pay.

LEISURE – Freedom from required effort with the time used in a self-fulfilling manner.

LEVEL OF FUNCTION – The ability, educational preparation and degree of responsibilities required at a specific job level.

OCCUPATION – A group of similar jobs; the type of work a person does.

OCCUPATIONAL CLUSTER – A classification of occupations which are related and grouped according to type of work, skill of worker and place where work is carried on.

OCCUPATIONAL INFORMATION – Data concerning training and educational programs leading to specific occupations. This data also includes information about career patterns and employment outlook.

ON-THE-JOB-VISITATION – A planned visit by the visitor and the visited to a specific job site for the purpose of exploration and investigation of job requirements in a realistic setting.

ORIENTATION – Internalization of knowledge and analysis and consideration of general directions and goals, wanting action.

ROE'S TWO-WAY CLASSIFICATION OF OCCUPATIONS – A system used to categorize occupations by the primary focus of activity and by the level of function.

ROLE MODEL – A person with whom a child identifies for the purpose of shaping his own behavior.

ROLE PLAY – A type of behavior which accompanies or follows identification.

SEMI-SKILLED LABOR – Operative work, such as assembling goods and operating machines It requires some training and experience.

SKILLED LABOR – Craftsmen; many acquire their skill by formal apprenticeship training, on-the-job training and/or attending vocational or trade school.

SKILL TRAINING – Training to become competent in a specific ability.

UNSKILLED LABOR – Requires little formal education or training. Must be able to follow simple directions and to engage in simple repetitive actions. A manual labor job.

VOCATION – A trade or occupation.

VOCATIONAL DEVELOPMENT – One aspect of an individual's development, frequently influenced by earlier experiences and earlier decisions.

WORK – Any kind of planned and responsible activity in which an individual engages with an expectation of getting a gainful return for his efforts; effort designed to produce benefits for mankind.

WORK EXPLORATORY EXPERIENCES – A combination of classroom study with realistic experience in an actual employment situation.

(K-5) INTRODUCE

AWARENESS OF SELF AND RESPECT FOR THE WORLD OF WORK

Self-awareness and a realistic awareness of the world of work will assist students in gaining respect for work and appreciation of its importance to our society.

LEVEL: K-2 SUBJECT AREA: General CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will recognize class members as unique and worthy individuals by observing "special student" weeks.	1. A letter will be sent home to parents explaining the "Gary Jones Week" project and requesting their assistance. The project will recognize a different student each week through a bulletin board display. Parents may write up a story about the child and send photos depicting his various life stages. Any special trophies may be included. The teacher may include a piece of work the child has done. The last two weeks may be used to depict the teacher's and the principal's lives.	Bulletin Board Letter to parents
	2. During each student's special week, invite his parent or other significant adult to explain this role in the "World of Work" (paid or unpaid endeavors).	

LEVEL: K-2 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will visually demonstrate basic background knowledge of his parent's occupation. Each student will visually demonstrate at least one occupational interest.	Title: Introduction to Career Education 1. During an art class have students draw pictures depicting the occupations of their parents. 2. Follow this activity with an exercise which requires students to list all the occupations they can think of. 3. During a language arts lesson: – Distribute old newspapers & magazines to class. – Instruct the class to cut out pictures that represent various occupations. – Have a "show & tell" session with the cut-outs. – Terminate the activity by having students write a sentence about their favorite cut-out. 4. In another art session have students draw pictures depicting what they want to be when they grow up. 5. Repeat activities 2 and 4 at the end of the year and compare these results with the initial efforts of the students.	Art paper Collection of old newspapers & magazines "Who Am I?" Scholastic Magazines, Inc.
Students will be able to discriminate between some acceptable and unacceptable responses in conversation.	Title: Positive Conversation 1. Choose a story and characters from the Duso Kit ("Little Red Hen" recommended). 2. Involve children in small groups using hand puppets from kit.	Duso Kit Hand puppets Art supplies for mural

LEVEL: K-2 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	3. Tape the conversations or write short scripts to be used. 4. Discuss and examine the dialogue for acceptable and unacceptable conversational responses. 5. Make a mural about the story (Optional). – OR – 1. Play "Two Children Said" – a game in which the teacher tells students about something one child said without being courteous and students respond with a more courteous comment. 2. Assign individual drawing assignments in which each student depicts a "should do" situation or a "shouldn't do" situation using cartoon conversation balloons.	
Students will be able to identify techniques (styles) used by various authors and illustrators.	Title: Authors 1. Discuss the process of writing and illustrating books and then examine books produced by a variety of authors and illustrators. Show a film.* 2. Have each child make his own book by drawing pictures in sequence and writing captions. 3. Without disclosing the names, show these books to the class to see if they can identify, through subject matter, technique, or other factors of style, who the author was.	Writing paper Film: "The Story of a Book ' A-V Center, Indiana University

LEVEL: K-2 **SUBJECT AREA:** Social Studies **CONCEPT CLUSTER:** Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to name at least three reasons for pursuing a particular career.	Title: Why People Work 1. Have the class brainstorm ideas about why people work (e.g. money, to help others, enjoyment of work activities, etc.). 2. Print up a questionnaire to be duplicated and distributed which asks people to check the reasons suggested by students which apply to them. Leave blank spaces for other reasons. Have the class distribute these to other school workers, parents, etc. 3. Make a mural with the childrens' illustrations of reasons for working; tally the results from the questionnaire and put the totals obtained beneath the appropriate pictures on the mural.	Filmstrip: "The World of Work," Edu-Craft Art supplies for mural
Each student will be able to describe three ways in which he or she is different from everyone else.	Title: Making a "ME" book 1. Have students make tracings of their hands and feet. 2. Use standard "light method" to produce a face silhouette of each member of the class. 3. Have students draw a picture of the family or neighbor's pet. 4. Have students write stories that relate to the tracings and pictures. 5. Other stories in the "ME" book may be written about the following subjects:	Art paper, crayons, paper and pencils "Who Am I?" Scholastic Magazines, Inc.

LEVEL: K-2 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	– What I like best about school. – What I don't like about school. – My favorite T.V. show, song, food, etc. – My mother (father) wants me to be . . . . – I'm happy when . . . . – I'm sad when	
	6. Have each student list three ways in which he or she differs (positively) from everyone else.	
	7. Bind materials (staple or split metal pins) for "show & tell" sessions.	
Each student will be able to explain the basic purposes of a job interview.	Title: Assembly Line Production -- Cardboard Airplanes	Light-weight cardboard Paint
Students will compare and contrast feelings expressed by different individuals in the class during the assembly line activity.	1. View a film of a product being made on an assembly line.	Yarn
	2. Involve the class in planning work stations for the assembly-line production of a cardboard airplane.	Paper punch Kitchen timer
	3. Have class members interview for assembly line jobs, giving reasons for wanting a job and qualifications for it.	Airplane pattern (App. A)
	4. Make paper hats with job titles on them for each worker.	
	5. Arrange desks and gather supplies the day prior to assembly.	
	6. Assemble airplanes. The class works all day for one-hour periods followed by short breaks.	

SUBJECT AREA: Social Studies CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	7. The day following the assembly line, discuss work quality and quantity, positive or negative feelings about repetitive work, etc. 8. Discuss some of the reasons a worker might prefer an assembly line job.	

LEVEL: K-2 SUBJECT AREA: Speech Therapy CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to name at least two occupations and identify the success factors that relate to proper speech.	Title: "Good Speech Is Important to Your Job" 1. Students will take turns reading a clinician-created story about four characters who previously had poor speech habits. Each character has a specific misarticulated phoneme and an occupation. The story is written and illustrated on a roll of paper and placed on dowel rods mounted in a cardboard television. 2. Students will discuss the characters and the reasons why good speech is important to their jobs. 3. Students will then discuss careers of their choice and the relationship of good speech to them. 4. Each student will be responsible for correcting his own error phonemes during this session.	Clinician-created story about four characters who previously had poor speech. Roll of brown craft paper. Two dowel rods Cardboard box for a simulated television chassis

LEVEL: 3-5 **SUBJECT AREA: General** **CONCEPT CLUSTER: Individual**

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to identify some of his interests.	1. Interests of the students are discussed and listed. 2. Administer interest inventory. 3. Tabulate and summarize results for their discussion. 4. Each student makes a small wheel and lists his interests on it. 5. On the outside of a larger wheel various job activities are listed and the small interests circles are placed in the middle.	Hall's Interest Inventory (App. J) "What I Like to Do" (App. J) Student Interest Survey sample (App. G)

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss individual differences caused by heredity and environment and how they influence feelings.	1. Have students read from "Here I Am" and carry through with suggested activities. 2. Hold a class discussion on various problem situations. (See Material and Resources.) 3. Have students role-play common situations that they face. (See Materials and Resources.) 4. Write short compositions on: a. "How I cope with my feelings." b. "How am I special from all others." c. "How I can best improve myself."	"Me, Myself and I," Eye Gate Media Kit "Here I Am" Grade 4 "I'm Not Alone" Grade 5 "Becoming Myself" Grade 6 George A. Pflaum, Publisher Duso Kit, American Guidance Service "What Happens Between People," Guidance Associates Counselor
Each student will be able to identify at least three careers that are directly related to a specific hobby. Each student will be able to verbally support the relationship between the hobby and each career.	Title: Hobbies 1. Have students identify a hobby and locate an individual who has this hobby. 2. Students will interview the hobbyist, either individually on tape or by group interview in the class. 3. Each student will write a description of the skills needed for a specific hobby. 4. The class should identify and record careers that are related to these hobbies. 5. Discuss the relationship between the hobby and the career. 6. The class will develop a display on a variety of hobbies.	Hobby display Tape recorder (Optional)

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify different types of careers and relate these careers to their individual differences and interests.	1. An imaginary story about each child and their life after school, including their career choice should be presented to the class.	See "A Story About Sherry Pate" (App. A)
	2. As a reading lesson, each child will make up a title for his story.	
	3. A discussion will be held after each story to determine whether the student can relate his present interests to the career choice mentioned in the fictitious story.	
The student will be able to define the term "success." The student will be able to list and describe two successes they have experienced. The student will be able to identify personal characteristics that make him unique.	1. Each student will finish (orally) the statement "To me, success is . . . " These will be recorded on the board by the teacher. A discussion will follow to determine a definition that all agree upon.	Magic Circle Activity (App. A) Counselor
	2. Each student will write (withholding name) on a page three occasions on which they remember being successful, and other personal characteristics such as favorite color, pets, flavor ice cream, etc.	
	3. The summaries will be collected and passed out at random to the class. Each student will discuss the paper he has and ask, "Who Am I?" If a student guesses correctly who was described, he will receive one point. A winner will be announced.	
	4. Ask students to form a small circle (6-8 chairs) and discuss what is most important about themselves. This activity should be repeated 2-3 times per week for about 20 minutes.	

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. After a period of several discussions, ask students to write a theme entitled "What's Important About Me and Why."	
Each student will complete a written story within the terms of a pre-arranged written contract.	Title: Living Up to a Contract. 1. Discuss the life style of individuals in several career clusters. 2. Direct a discussion toward identifying examples in the world of work that require strict adherance to time schedules. 3. Discuss the purpose and applications of contracts in the world of work. 4. Have students identify themselves with activities and responsibilities of a specific occupation. 5. Have students write a story about this career. A suggested title could be "I Dreamed I Was A (career)." The assignment should include a signed contract specifying the completion date of the story. 6. When the contract date expires, discuss the advantages and disadvantages of finishing early, on-time or late.	Resource material pertaining to career clusters, etc. Resource people (counselors, librarian)
Given general interests or abilities of an individual, each child will be able to list three occupations that individual might enjoy.	Title: People Who Like 1. Ask the class to name a worker, then brainstorm about the interests and abilities that worker might need (e.g. gardner – likes to work outdoors, likes	Resource people (farmer, florist, landscape architect)

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	to make things grow). List these attributes on a chart and have the class think of as many other workers as possible who might need these same interests and abilities (e.g. farmer, florist, landscape architect). 2. Ask students to name jobs that they might like to have some day and give reasons for their choice. Then ask them to name other jobs they might enjoy for these same reasons. 3. Play the game "People Who Like ________________." Divide the class into teams. When the teacher gives a category (People Who Like People, Machines, the Outdoors, etc.) and says "Go," team "A" has 30 seconds to name a worker in that category. The teacher then writes this on the board in the "A" column. The same procedure is followed for the other group(s), and the game continues until the class can think of no more workers in that category. 4. Play a career "think" game. Mention to students that certain jobs demand particular kinds of skills and services. For example: both a pilot and a doctor must handle delicate instruments. Both are also responsible for the well-being of others. Ask students to think about what these jobs have in common: librarian/sales person, carpenter/dentist, nurse/fireman, window washer/eye doctor. Explain that even though these jobs may have something in common, the same people might not enjoy both. Students might try making up other pairs to stump classmates and continue the game.	

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify two occupations that require long periods of concentration. Students will be able to identify two occupations that are action orientated.	Title: I Need To Be Alone Sometimes 1. Plan to initiate the learning experience during a period of time when the students have several scheduled activities. One activity should be abstract, requiring considerable concentration and thinking. 2. When the class has reached its peak in concentration, start a relay race, (e.g. have students pass several objects, one at a time, overhead to the next student). 3. Immediately at the end of the race ask for answers to the original thinking activity. Most students will agree they were not able to think about the question during the game. 4. Encourage the students to name other activities that require uninterrupted concentration. 5. Discuss individual differences and how some people prefer group activities, some prefer to be alone. 6. Explain and demonstrate to the students that some people prefer thinking activities, some doing. 7. Discuss the life styles of people engaged in various careers and relate to previous field trips, resource people, etc. A community survey could be initiated. Gear discussion to time budget.	

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	8. Have each student list, report and discuss his preference.	

LEVEL: 3-5 **SUBJECT AREA: Science** **CONCEPT CLUSTER: Individual**

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to identify at least three jobs found in a greenhouse. The student will be able to verbalize four reasons individuals select occupations in a greenhouse or florist's shop. The student will be able to hypothesize about the satisfactions he would or would not gain from work in a greenhouse.	Title: "Operation Greenhouse" 1. Visit a greenhouse to see plants growing and being sold. a. Note the cut flowers in the cooler and watch as workers arrange the flowers. b. Ask a guide to explain the duties and talents of each worker. c. Allow time for students to interview workers about their feelings, pro and con, about their work. 2. Ask a florist to come to the classroom to demonstrate flower arranging. 3. The class will make paper flowers and arrange them. 4. The class will plant seeds and grow plants.	Resource people (agriculture teacher, horticulturist, local florist)

LEVEL: 3-5 SUBJECT AREA: Health CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to cite examples of how good grooming and posture affects the life style of people in the health, personal services, public services, and consumer and homemaking occupations.	Title: Personal Appearance 1. During a health lesson, discuss and emphasize the importance of forming good grooming habits while young. 2. Demonstrate that how we stand, sit, etc., is habit and that posture affects appearance. Make silhouettes of each student. 3. Discuss and review how personal grooming is a habit and it affects personal appearance. 4. Introduce the importance of cleanliness in the world of work. Use the school nurse and cafeteria workers as resource people and have students list other jobs in which cleanliness is important. 5. Introduce the importance of good posture in the world of work. Use a physical education and a home economics teacher to demonstrate how posture affects personal appearance, job safety, etc. Have students list jobs in which posture is important. 6. Have students conduct an occupational survey to provide live applications of lesson. Schedule student interviews with community resource people (e.g. barber shop, beauty shop, grocery store, restaurant, hospital, dentist, etc.). Have students report and discuss results of survey.	Resource people (school nurse, school cafeteria worker, physical education instructor, home economics teacher, local resource people in health, food service, and public service occupations) Films: "Posture Habits," Coronet Films "Personal Cleanliness," Society for Visual Education

LEVEL: K-2 SUBJECT AREA: Pre-Reading CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The students will be able to identify different kinds of work and some contributions each one makes to the community.	1. Read *The Day the Animals Left the Zoo* to the class. 2. The class will try to recall some of the jobs the animals had in the story. 3. Have students think of jobs of people they know. 4. Discuss changing job positions.	Cardboard animal characters, Trend Enterprises, White Bear Lake, Minnesota 55110 *Up We Go*, Student Activity Books, Economy Company *The Day the Animals Left the Zoo*, Donata Deluio, Doubleday and Co., Inc., Garden City, N.Y. 1972
Students will demonstrate an interest and an awareness in at least one worker involved with the zoo.		
Students will demonstrate an awareness that special knowledge is an important part of being an efficient zoo worker.	1. The class will observe and count workers and animals at the zoo as you display concept cards or zoo pictures in taking them on an imaginary trip to the zoo. 2. Show filmstrip. 3. Discuss the following topics: a. how the animals get to the zoo (birth in captivity or by hunters), b. how life in the zoo is different from their native homes, c. how an animal's teeth can tell what kind of food he may eat, d. why a lion would not be kept in a cage with a deer, e. who takes care of sick animals, f. the meaning of carnivorous, herbivorous, and omnivorous, g. the characteristics of a mammal, reptile, and bird.	"Language Development Cards, A:229-35," Economy Company's Laboratory Materials for Kindergarten "Zoo Picture Series No. 9 of Our Community Adventures" A.J. Nystrom & Company Filmstrip: "To A Zoo" (App. F)

LEVEL: K-2 SUBJECT AREA: Pre-Reading CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to name some of the animals a zoo worker is responsible for.	1. The class will sing the song, "The Zoo."	Song: "The Zoo" from *Rime Rhythm and Song*, F. Martin, Burnett, Schmitt, Hall and McCreary Co., Minneapolis, Minnesota, 1970, p. 14
Students will be able to name responsibilities of the zoo keeper.	2. Ask students to name and count the animals they have sung about.	Letter to parents (App. G)
Each student will involve his parents in planning a trip to the zoo.	3. The subject, "Would there be a zoo to visit if there were no zoo workers?" is discussed.	
	4. A letter to parents about plans for a trip to zoo should be sent home.	
Students will be able to contrast practices and rewards of group work with practices and rewards of individual work.	1. Discuss construction of a kindergarten zoo, materials needed, cage size and shapes suitable to specific animals.	Various size cardboard boxes Black tempra paint
Students will be able to give examples of the need for working together as a team on the job.	2. Choose group foreman and identify responsibilities (one foreman and three team members).	Long handle brushes (½") Old shirts to protect students' clothing
Students will identify the beginning sound of a given animal's name and associate the proper letter with it.	3. The group foreman will choose materials and tools to be used, delegate work to team members, clean-up, and dictate what group members do while other groups finish up their work.	Black strips of construction paper (½" x 24"-30") Cage labels
	4. The class will build cages and decorate interiors.	Stuffed animals
	5. Students will bring stuffed animals to put into cages and label, recognizing beginning sounds of animals names.	
	6. Display zoo cages in room.	

LEVEL: K-2 SUBJECT AREA: Pre-Reading CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to classify and compare zoo animals and be able to recognize and distinguish between the mammals, reptiles and birds.	1. Discuss characteristics and habits of zoo animals. Let students take turns being zoo-keeper by putting the animal's picture card in the proper pocket on the chart. 2. Emphasize the beginning sounds of the words *mammal*, *reptile*, and *bird* so the child may distinguish each word by its beginning letter each time it is classified. NOTE: Other related lessons have been developed as follows: "Crossing the Swamp" "A Zoo Worker, Why" "Be a Hippopotamus" "Sounds and Symbols in Names Around the Zoo" "A Field Trip to the Zoo" For detailed lesson plans contact: Ms. Cuba Little Thompkins School Evansville, Indiana	Pocket chart divided into three columns: Mammals/Reptiles/Birds Picture cards of zoo animals "Zoo Picture Series No. 9," A.J. Nystrom & Company

LEVEL: K-2 SUBJECT AREA: Language Arts
Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list some occupations of parents.	Title: What Parents Do	Bulletin board
Students will be able to describe specific work tasks of their parents.	1. Students will interview their parents to learn about their work.	Items from parents' work
	2. Students will bring something their parents use in their work to school and build a bulletin board display.	Art supplies
	3. Students will describe their parents' work.	
	4. The class will draw pictures of their parents at work.	
	NOTE: Students without parents may select another adult they know in order to carry out this activity. Students should be reminded that mothers at home are also workers. This can be a good public relations project prior to the first open house or parent conference.	
The student will be able to state at least six characteristics that a fireman must possess.	Title: Fireman	Film: "The Fireman," Tompkins
The student will be able to name two kinds of firemen and some of the duties of each.	1. Plan and discuss a fire drill.	Magazines
	2. Discuss "What a fireman does."	Hand puppets
The student will be able to give two advantages and two disadvantages of the unusual work schedules of firemen.	3. Develop a bulletin board display centering around the theme "life as a fireman." and discuss.	Resource person (fireman)
		Local fire station
The student will be able to name at least two activities a fireman is involved in while not on a fire run.	4. Have students role-play possible experiences of a fireman and/or use hand puppets.	

LEVEL: K-2

SUBJECT AREA: Language Arts
Social Studies

CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. Take a field trip to a fire station and illustrate this experience or ask a fireman to visit. 6. Have a fire drill.	

LEVEL: K-2 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to name six different jobs in a circus.	1. The class will construct a circus train and display different employees and animals (possible bulletin board).	Library books Theatrical Make-up
Students will be able to verbalize about the differences between acrobats and clowns, etc.	2. Have students role-play different jobs in a circus.	Film: "Circus People," A-V Center, Indiana University
Students will be able to verbalize on some of the special problems involved with a nomadic life.	3. Students will illustrate themselves as circus people.	
	4. Students will draw self-outlines on kraft paper and dress as circus performers (clown, acrobat, etc.).	
	5. The class will put on a "circus" for parents including a ring master, clowns, acrobats, tumblers, tight-rope walkers, elephants and trainers, lions and tamer, horses and trainer, etc.	
Students will become aware of the many careers in the postal department.	Title: Postal Service	Film: "The Mailman," Encyclopaedia Britannica Films
Students will be able to verbalize about the path a letter follows from writer to the addressee.	1. Have a mail carrier visit the classroom and explain his duties and the necessity of a well-addressed letter.	Envelopes Rubber Stamp
Students will become familiar with the necessary parts of an address on an envelope.	2. Take a field trip to post office.	Resource person (mailman)
Students will observe that different workers have varying responsibilities within the same career area.	3. Have students role-play as mailcarriers.	
	4. The class will build a mock post office in the classroom with letters stamped and delivered by students.	
	5. Students will write and address letters.	
	6. Students will write letters to pen pals in other schools.	

LEVEL: K-2 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Given a set of pictures of forms of transportation, each student will be able to indicate which is public transportation and which is private. Students will be able to draw at least four different kinds of public transportation vehicles. Students will be able to draw and name at least two workers in each of four different types of public transportation.	1. Divide the class into groups of four or five members. Clues for a particular job in a given transportation class (e.g. pilot, bus driver) are thought up. A cassette of the clues is made. The other groups then listen to the clues and see how quickly they can guess the particular job. 2. Have the class modify the words to "Row, Row, Row Your Boat" as to job areas (e.g. "Fly, Fly, Fly Your Plane). 3. The class will construct a bulletin board related to transportation. 4. The class will present role-playing activities using skits and puppets.	Cassette tapes and recorder Pictures of a variety of careers in transportation Puppets Library books Filmstrip: "Buses," Eikens Co. Films: "An Airplane Trip by Jet," "The Passenger Train," Encyclopaedia Britannica Films
Students will observe livestock in the process of being grown commercially and will be able to verbalize or illustrate what they see. Students will be able to identify some common meats with the specific animal from which they come. Students will be able to verbalize about the processing from animal to meat-on-the-table. Students will be able to discuss the work of a livestock farmer.	1. Students will undertake and illustrate a field trip to a livestock farm (and write thank you notes). 2. Students will construct a farm model. 3. Students will study materials about the life of a livestock farmer. 4. A meat cutter should be invited to demonstrate to the class how meat is marketed and what tools and skills are needed.	Film: "Farm Animals," Encyclopaedia Britannica Films Meat cut poster Resource people (farmer, meat cutter)
The student will be able to identify six materials used in building a house. The student will be able to name at least three	1. The class will construct a house on a bulletin board using samples of different materials a house might be built of.	*The Story of Lumber,* *I Know a House Builder,* *How a House Happens* by J. Adkins

LEVEL: K-2 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
construction workers (plumber, electrician, carpenter, etc.) and identify their roles in building a house.	2. Discuss the many construction workers needed to build a house. 3. Visit three sites in which the following stages of a house construction are underway: a. foundation b. walls going up c. installing wiring, pipes, etc.	*The Story of Houses* by B. Case *Houses* by I. & R. Adler *Let's Find Out About Houses*, by M. & C. Shapp *Come to Work with Us in House Construction* by J. & N. Wilkinson Film: "Lumber for Houses," Viking Filmstrip: "Building A House," Elkins
Each student will be able to identify attributes necessary for working effectively on an assembly line.	Title: The Toy Factory 1. The class will listen to the record *Babes in Toyland*. 2. Discuss toy production, assembly lines, etc. 3. The class will write letters to toy manufacturers. 4. Students will set up a mock toy factory in which games are produced (e.g. ring toss game). a. Post a chart listing all stations on the assembly line. b. Assign each child to a station and job. c. Brief each child on assembly line procedures including break time, job performance, cooperation with workers, efficiency, etc. 5. Discuss the function of an assembly line, the need for cooperation, etc.	Wood bases Dowel rods Wood form and template Wax Printed numbers Drill press Hammer or punch Glue Cloths Rings (butter tub lids) Safety glasses List of work stations, diagram of stations (App. A) Resource person (industrial arts teacher)

LEVEL: K-2 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to verbalize on the egg to fried chicken cycle. Students will be able to identify three uses of eggs. Students will be able to discuss the kinds of tasks a poultry farmer must perform.	1. Students will visit a poultry/egg farm. 2. Students will make an illustration of the high points of the trip and/or write stories or poems about the trip. 3. Students will make booklets using parents favorite recipes for eggs or chicken dishes. 4. The class will make a mural. 5. Students will study materials on the life of a poultry farmer.	Film: "Eggs to Chickens," Bailey Films *Egg to Chick* by M.E. Selsam Resource person (art teacher)
Students will be able to discuss the kinds of tasks a grain farmer must perform. Students will be able to verbalize or illustrate the wheat-to-bread cycle. Students will be able to name four uses of wheat.	1. Read: *Strawberry Girl* 2. The class will visit a grain farm and also a local bakery. 3. Students will make illustrations of the trips. 4. The class will make bread labels for its own bakery. 5. The class will construct its own bakery for playlet with baker, customers, etc. (Good opportunity for experience in making change.) 6. Show films and provide books which explain the function of a grain farmer.	Resource people (agriculture teacher, breadman, local farmer, baker) *Strawberry Girl* by Lois Lensky Film: "Bread," Encyclopedia Britannica Films
Students will see a variety of pets and be able to name three kinds.	1. Read a pet story aloud. 2. Have students write and illustrate a short story	Film: "Care of Pets," Encyclopedia Britannica Films, Inc. Books and pamphlets on the care of pets

LEVEL: K-2 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will discover some facts about pet care.	about a pet of their choice. 3. The class will sing some songs about pets. 4. Supervise games symbolizing animal characteristics (e.g. duck walk). 5. Have students give body responses to records as an animal (e.g. elephant swaying). 6. Ask "Who Am I?" riddles 7. Conduct field trips: a. pet store b. veterinarian c. humane society 8. Hold a "Pet Day." (Students' pets visit school).	Sample riddles (App. A)
Students will be able to name four dairy products. Students will be able to identify by sight six dairy products. Students will be able to name two occupations related to the dairy industry. Students will be able to describe things people can do with dairy products.	Title: Dairy Industry The class will: 1. Collect information about the dairy industry. 2. Collect pictures of dairy products. 3. Visit a dairy farm. 4. Visit a dairy processing plant. 5. Make posters of dairy products. 6. Make whipped cream in the classroom. 7. Make butter in the classroom.	Equipment and supplies: mixer, two bowls, wooden spoon, knife, cream, salt, sugar, soda crackers, magazines, art paper, scissors, paste Library books and filmstrips about the dairy and dairy farms Resource people (agriculture teachers, home economics teacher, dairy farmer, management personnel of a dairy industry)

LEVEL: K-2 SUBJECT AREA: Health CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to verbally list at least five careers related to the health cluster.	Title: Health Oriented Careers 1. Show films and filmstrips or have speakers come in to speak to the class about health-related careers. Be sure to include careers such as nurse's aide as well as doctors and dentists. 2. Have students draw pictures or bring in pictures of a variety of health-oriented career people for a bulletin board collage. 3. Discuss the interdependence of one career on the other and the dependence of the public on these careers. 4. Have children role-play or give impromptu puppet skit. 5. The class will take a field trip to clinic or hospital (if possible).	Film: "The Hospital," Encyclopaedia Britannica Films Magazines Local health personnel Hand puppets Hats or simple costumes Bulletin board
The student will be able to name two occupations in the dental health area. The student will be able to demonstrate how to brush his teeth properly. The student will be able to state three ways dental hygiene aids general health.	1. Students will study the unit on dental health in the textbook. 2. Students will view and discuss the filmstrip on dental health. 3. Students will write down questions for the dentist on a paper tooth which the dentist will either answer in writing on back of the tooth or answer verbally on his visit to the class. 4. A member of the dental profession will visit the class and discuss his work with the students.	Unit on dental health in the health textbook Film: "Tommy's Day," A-V Center, Indiana University Tooth brushes (optional) Coloring tablets that indicate skill in brushing teeth Resource person (dentist)

LEVEL: K-2 **SUBJECT AREA:** Health **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. The students will demonstrate proper brushing techniques. 6. The students will participate in the brushing test with the dye tablets.	

LEVEL: 3-5 **SUBJECT AREA:** Language Arts **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify various jobs related to a concern and understanding of animals.	1. The class will read *Black Gold*. 2. Invite a horse trainer to speak to the class. 3. The class will take a field trip to race track or riding stables. 4. Students will illustrate the most impressive sights and a worker. 5. Students will list all the occupations observed. 6. Make a vocabulary listing of new words learned. 7. Relate this experience to "Be Kind to Animals Week."	*Black Gold*, by M. Henry
Students will be able to name four jobs involved in a radio or TV show. Students will be able to name salient equipment needed to produce shows (camera, mikes, etc.).	1. Field trip to radio or TV station. 2. Students will role-play careers in radio and TV using audio-video equipment. 3. Create a TV show on "A Visit With Our Pets" and video tape result to share with other classes. 4. Create a commercial for a TV program and video tape final results. 5. Make a TV guide showing variety of programs needed (news, game show, weather, etc.).	Video and audio tape equipment Simple props for TV production

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student shall be exposed to the variety of careers in the television industry.	1. Invite a local person involved in television production to speak to the class.	Library books on television and TV production Videotape equipment, mikes, lights, film
The student will have "hands-on" experience with lights, microphones, cameras, props, wardrobe needed for a production.	2. Encourage students to listen to "Hee Haw" and "Laugh In" as well as news, sports, weather and commercials.	Costumes for TV production
Students will be able to design and construct their own props and scenery.	3. Conduct a class discussion on how TV is used as communication.	Kraft paper for scenery backgrounds Sample program (App. A)
Students will be able to gather or design their own costumes for a simulated TV production.	4. Have students write their own articles for weather, news, sports, etc.	
	5. The class will produce their own TV production (script in appendix).	
Each student will be able to identify careers pertaining to the field of acting.	Title: A Play Production	Resource persons (drama instructor, music instructor)
Each student will perform tasks related to supporting, producing and/or acting in a play.	1. Discuss play acting and qualifications needed to be an actor.	Sewing machine Costume materials Props Record player Tape recorder
	2. Select a play that is adaptable to class situation. Make additions and substitutions as needed.	
	3. Students will list all the careers involved in producing a play. Select one or two children to head each occupation. Each child should have an assigned task.	
	4. Involve resource people in discussions of job requirements, etc.	
	5. The class will make props, costumes and learn parts.	

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	6. The class will perform the play before an audience.	
Students will be able to name three different jobs at a newspaper.	1. The class will visit a newspaper.	Newspapers
Students will be able to identify headlines, comics, news story, news pictures, society news, sports, and radio and TV guide portions of a newspaper.	2. Each student will produce a comic strip.	
	3. Students will write "ficticious" news stories and develop headlines.	
	4. Students will identify various work roles in the production of a mini-newspaper.	
	5. The class will produce a mini-newspaper about happenings in their own room to send home.	

LEVEL: 3-5 SUBJECT AREA: Mathematics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Given the opportunity in a make-believe bank, students will be able to make out deposit and withdrawal slips for both savings and checking accounts. Given the role of a teller, students will be able to perform the duties of such a person such as cashing a check, correctly filling out checking and saving books when either withdrawals or deposits are made, filling out paid-out slips and taking payments on Christmas Club accounts.	1. The class will tour a bank and discuss various careers with personnel. 2. Students will fill out necessary banking forms. 3. Students will practice mathematics learnings in adding and subtracting money, making change, use of adding machine, figuring deductions for checks. 4. By working together in a bank situation, students will learn to depend on each other's jobs in order to make the bank run efficiently.	Checkbooks, personal and payroll Savings books Christmas savings forms Deposit slips Adding machines
Students will be able to distinguish between earnings and expenditures. Students will be able to compute regular wages and overtime.	Title: Earning Money 1. Secure play money ($120) for each child and keep it in a "bank." 2. Discuss jobs required for setting up and maintaining a payroll system. 3. Direct the class in working out a system for payment (wages) for work and charges (bills). For example: Wages – $1.65 per assignment 1½ x $1.65 overtime projects Charges – $2.00 for desk and supplies rental 4. Establish a union type of organization to check work (foreman). Use the banking system for payment.	Play money Filmstrip: "The Money Tree" (App. F) Resource person (graphic arts teacher)

LEVEL: 3-5 SUBJECT AREA: Mathematics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. Analyze the policy of paying individuals for specific work output.	

LEVEL: 3-5 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to give examples of careers that require creative abilities and artistic skills.	1. The class will discuss the topics "creative ability" and "artistic skills." 2. Students will list five careers involving creative abilities and artistic skills. 3. Conduct a field trip to a glass factory to observe how glass is made.	Film: "Glass" (App. F) *The Story of Glass* by F. Diamond

LEVEL: 3-5 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list a variety of differences between the old "General Store" and today's large supermarket (stressing products sold, packaging, suppliers, new types of food preparation such as frozen, freezer-dried). Children will become aware of the variety and kinds of careers in the foods area.	1. A field trip to local food sources should be arranged. 2. Students will explore the many careers in the food industry. 3. The class will make a bulletin board display. 4. The class will construct an old "General Store" in the classroom showing the hats the early trading post businessmen wore (postman, fur purchaser, etc.), and role-play store-manager and customers.	Resource person (librarian) Bulletin board

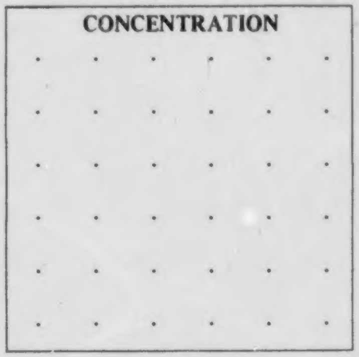
LEVEL: 3-5　SUBJECT AREA: Art　CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will become aware of the many people and jobs involved in the making of signs. Students will be able to identify the many skills needed in making and displaying signs.	1. The class will take a field trip to a local advertising agency and then observe various signs in the community. 2. After the field trip, the class will select products and develop signs to advertise these products. 3. A student committee will choose the five best signs.	Poster boards Paint

LEVEL: 3-5 SUBJECT AREA: General CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to fill out a simplified job application form. The student will be able to analyze his personal job ideas.	Title: Job Applications 1. The class will discuss and fill out the job application form. 2. Students will discuss other forms they may be required to complete. 3. Students will discuss jobs they presently hold. 4. Extended activity – Students may apply for jobs in the classroom. This may be as sophisticated or as simple as the teacher desires.	Job application form (App. G) Resource person (Counselor)
Students will be able to match pictures of workers with pictures of tools or products.	1. The teacher or a student will place 18 pairs of cards on the concentration board. (e.g. the name of a worker or picture of a worker, picture of tools or product or combinations of work.) The cards are to be placed on the board face down. 2. A student turns over two cards. If they match, he removes them. If they do not match, he replaces them on the board face down. 3. The second student then has an opportunity to match two cards. 4. The student with the most cards at the end of the game wins.	Concentration board Pictures of workers Pictures of tools or products Names of workers Resource person (industrial arts teacher)

LEVEL: 3-5 SUBJECT AREA: General CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
		
Each student will be able to answer questions concerning a career of his choice.	Title: What's My Line? 1. The class will select a moderator. 2. Four panelists will be selected. 3. The class will select two guests prepared with information about the career they are representing. 4. Each student will ask questions to determine the careers of others. NOTE: It is best if the teacher will act as moderator the first time. Outline for moderator and suggested questions keeps things moving.	Career information sources A setting for a panel, moderator and guest

LEVEL: K-2 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to describe some of the responsibilities of various school workers. Each student will be able to list ways in which school workers can be assisted by children.	Title: School Helpers 1. Make a bulletin board display with silhouettes of school workers. Have children identify the individuals. 2. Discuss the job responsibilities of school workers. (Use filmstrip.) 3. Invite various school workers to the classroom to participate in a question and answer activity with the children. 4. Arrange tours through various areas in the school so that children have the opporrunity to view school personnel in various work settings. 5. Students will write stories and/or draw pictures which depict activities of school workers. 6. The class will identify ways in which children can assist school helpers. 7. Invite the principal, custodian, school nurse, cooks, bus drivers and other school workers into the classroom to explain their roles.	Resource people (e.g. principal, custodian, nurse, etc.) Filmstrip: "School Helpers," Eye Gate House, 1959
Students will be able to name five reasons why pollution has continued to be a problem and list five people who help keep the community clean.	The following activities may be included on a unit on pollution: 1. On a Friday, the class will be given the following assignment: "Over the weekend, keep your eyes open, watch for people, places or things which are causing pollution." On Monday, the class will	"Who Cares? I Do" by Murno Leaf Pamphlet: "Professor Clean Asks . . . What is Air Pollution?" General Motors Corporation, Detroit, Michigan 48202 Magazines

LEVEL: K-2 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	compile a list on the board, followed by discussion. 2. The assignment for that night is that each student will think of one thing to help stop the problem of pollution. 3. The following day each student will draw a picture of himself doing something helpful. When these are done, they will be displayed in the room on a display entitled, "Give A Hoot, We Do!" *or* "Don't Pollute!" 4. Students will have access to many magazines. Their assignment will be: "Cut out any pictures showing people helping the community stay beautiful." As they are found, the student will announce and describe to the class why he chose to cut it out. These pictures will be included in the display with those of the students helping.	Resource people (sanitation engineer, conservation officer)
Each student will be able to list some of the jobs associated with the telephone company. Each student will be able to identify his or her home place in a class telephone directory.	Title: The Telephone Company 1. Invite the following resource people to the classroom to discuss various jobs and work activities available with the telephone company: business manager, telephone repair man, etc. 2. Use the Telegonia Kit (telephones, films, filmstrips, booklets, etc.). 3. Have the class make a directory by writing their names and telephone numbers on a piece of paper and then arranging them in alphabetical order.	Telegonia Kit, Bell Telephone Company Resource people (business manager, repair man)

LEVEL: K-2 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	4. Make a class directory and reproduce it so each child can have a copy.	

LEVEL: K-2 SUBJECT AREA: Math CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to state at least five jobs involved in a grocery store operation. Each student will perform a task in a simulated grocery store. Each student will use computational skills (change making) in buying and selling activities.	Title: "Grocery Store" 1. Discuss jobs involved in a grocery store (e.g., cashier, manager, meat cutter, etc.). 2. Set up a classroom grocery store using boxes, cans, etc. brought from home. 3. Make paper money which can be used in the store. 4. Provide opportunities for children to assume different roles in the store. 5. Provide opportunities for shopping money to be "earned" in various ways throughout the day (Optional).	Play money Empty grocery containers Resource people (graphic arts instructor, D.E. coordinator)

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to name and describe the job functions of four people who are associated with the railroad industry. Students will be able to itemize three reasons for the declining use of local railroad stations.	Title: "How We Travel . . . Railroads" 1. Suggested steps and/or discussions to introduce the experience: a. Discuss various means of transportation, their advantages and disadvantages. b. Display pictures depicting modes of travel. (Describe means of travel – ask students to find the picture.) c. Read and discuss stories and poems about the railroad industry. 2. Suggested activities to promote the experience: a. Utilize local resources, e.g., local employees of railroads; businessmen associated with freight shipments; walking tours to train station, train crossing. b. Set up model train terminal. Have students role-play ticket buying, etc. c. Develop bulletin board emphasizing the many ways railroads help people. d. During art classes have students draw different types of trains (passenger, freight); make trains out of milk cartons. e. List and discuss each new worker or job as they are discovered.	Poem: "I Go A Traveling," Tippett, James S. Milk cartons Collection of travel pictures Pictures of railroad trains Filmstrips: "The Railroad Station," Coronet Instructional Films (App. F) "The Story of Trains," Curriculum Materials Corporation (App. F)
The student will be able to hypothesize about the effect of climates on career opportunities. The student will be able to explain the presence of certain local occupations in terms of climatic or seasonal influences.	1. Discuss the ways homes, clothing and food depend on climate. 2. The class will list jobs available only in very hot climates and very cold climates. 3. The class will check to see which of these jobs	Newspaper office Travel agency

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	may be found in the local community. 4. The class will discuss seasonal jobs in climates such as that of Indiana. 5. Use newspapers from several locations to compare differences in job openings.	
Students will defend the need for safety precautions in various occupations.	1. Read article "Job Checkers." 2. Discuss some reasons this job might be needed. Discuss whether or not this job sounds interesting. 3. The class will take a "Walk Around" of the school. Is it safe (fire exits easy to get to, safety monitors to help children cross streets, etc.)? Is it a healthy place to work (enough light, space, playground, etc.)? As they walk, students will take notes as a job inspector might. 4. Have students interview a worker (or design a poll to distribute to workers) about job safety, employer responsibilities, employée responsibilities, government intervention, etc. and discuss these findings. 5. Discuss personal preferences with regard to selection of high or low risk jobs. (Optional)	Article: "Job Checkers" "Knock. Knock." Someone is at the door of a business. Who? The job inspector. This job was started by the government. Now more and more inspectors are being hired. By next year, 500 inspectors will be knocking on doors all over the U.S. Each inspector takes a "walk-around" a workplace. Is it safe? Is it a healthy place to work? If not, the employer must correct the problem. The inspector makes a report of all findings to the government. Where will the job inspector knock next?
Each student will be able to list at least four conditions that will vary with different geographical locations (climate, water resources, etc.).	Title: Tunnel into Time 1. With students, enumerate ways in which living changes due to variance in geographical	Resource person (librarian)

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to specify at least five careers that would be probable under a specific set of geographical conditions, and give justification for those careers.	conditions. 2. Divide the class into "crews." Assume each crew is on a ship destined for America. The time setting is the early 1700's. Assign each crew a landing point along the Atlantic coast (e.g. the tip of Florida, the Carolinas, Manhattan Island, Cape Cod, etc.). 3. Each crew must then: a. Find out what each landing point is like in regard to climate, the terrain, the type of soil, available natural resources, or any other such variable. b. List occupations that would be likely for the members of the crew under these conditions. 4. Students will assume one of the careers and explain to the class what it is about this geographical location that helped determine his occupation.	
Students will be able to identify various people necessary to keep a community running smoothly. Students will be able to list the kinds of materials needed to begin and maintain a settlement. Students will gain experience in having to cooperate and discuss with others to reach final decisions.	1. After completing a unit on early explorers, the class will divide into five "crews." Each crew will be given a country, $500.00, and set sail. 2. Students will decide the rank and/or jobs of the staff of the ship. 3. Students will make a list of all equipment and supplies needed for the trip. 4. Once they arrive at their new country, they will	

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	set up a community (homes, businesses, food, clothing, education, money).	
Students will speculate about ways the world of work may change from now to 1980.	1. Using the following list, the class will identify the listed jobs as a. easy to find, b. not too many, or c. hard to find Athlete Building Worker Butcher Bus Driver Barber Business Executive Bookkeeper Bank Officer Auto Salesman Assembly Line Worker Appliance Serviceman Cook Carpenter Computer Operator Dental Assistant Dentist Doctor Engineer Entertainer Forester Geologist Jeweler Lawyer Mechanic Meteorologist Nurse Oceanographer Police Officer Plumber Pharmacist Programmer Service Station Attendant Secretary Stewardess Shoe Repairman Social Worker School Counselor Truck Driver Teacher Telephone Operator Trainman Veterinarian Waiter or Waitress	Occupational Outlook Handbook Employment Security Division Newspaper ads Filmstrips: "Careers in the World of Tomorrow," American Vocational Association "New Career Opportunities," Filmstrip of the Month Club

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	2. Students will make a chart for the classroom using the above information. 3. Discuss the following questions: a. What jobs show no positions for the 70's? b. What jobs on the list may change by 1980 or after? c. What does being "qualified" for a job mean? d. What kinds of things should you consider before taking a job? e. Do education and skills often open up a wider choice for someone in the job market? 4. Ask the following questions about work and leisure time: a. Imagine you went to school four instead of five days a week. How would you like this set-up; what changes would you expect? b. Do you know anyone who only works a four day week? What is their opinion of it? Do most people know how to use this extra leisure time? Do you think you might get bored? 5. Discuss the following questions about work and clothes: a. Do you think what you wear can make a difference on how you feel when you work? b. What clothes are most comfortable to study, to play, to work in? Why?	

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will recognize clothing as one of man's basic needs. Students will investigate the origin of clothing, processes in making clothing and occupations related to this process.	1. Read and discuss a unit on "Why We Need Clothing." 2. Discuss steps in producing fabric. 3. Illustrate how yarn is woven to make fabric. Show pictures of early weaving techniques and modern methods. Use paper weaving to illustrate. 4. Invite a resource person in to demonstrate knitting and crocheting. 5. Let students weave, knit or crochet a piece of fabric. 6. Discuss how designs are printed on fabric. Let the class become printers by doing a vegetable printing fabric design. 7. Talk about people who design clothes. 8. Look at pattern books to show class the job of designers. 9. Invite a sewing expert in. Have students use a commercial pattern and cut and sew a simple garment. 10. Let the class become fashion designers by drawing sketches of a garment. 11. Make a bulletin board of the students' activities related to this project.	Films: "Cloth – Fiber to Fabric," Encyclopaedia Britannica Educational Corporation (App. F) "How Is Clothing Made: The Story of Mass Production," Film Associates of California (App. F) *Miracle Fabrics*, A. Morgan Resource people (art teacher, professional seamstress, skilled knitter and crocheter)

LEVEL: 3-5

SUBJECT AREA: Social Studies

CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify some of the jobs associated with a political campaign and election. Students will devise and participate in a mock election. Students will be able to describe the periodic nature of a candidate's political activities.	Title: An Election 1. Discuss the election process and specific jobs associated with political campaigns. 2. Divide the class into groups of four or five and assign the following tasks: a. Name a party. b. Nominate a candidate. c. Write a platform. 3. Provide an opportunity for candidates to read the party platform to the class. 4. Hold an election. 5. Discuss election results and functions workers had performed. 6. Relate this to a recent national, state and/or local election. (Optional) 7. Invite a precinct committee person to talk to the class about his work and feelings in an election year and to discuss his work in non-election years.	Resource person (precinct committee person or other elected official)
Students will be able to identify three major types of work available in the Northeast (or other specified locale). Students will be able to contrast life styles in the Northeast with area life styles and relate to available occupations.	Title: A Move to the Mid-Atlantic States 1. Show a filmstrip depicting people and life in the Northeast. 2. Discuss the relationship of resources in cities to the availability and variety of jobs and relate to individual life style.	Text: *Exploring the Mid-Atlantic States* Filmstrip: "Northeastern United States," Society for Visual Education (App. F) Rand McNalley Road Atlas Mobil Travel Guides, the Northeast

LEVEL: 3-5 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to select a "job" in the Northeast on the basis of interest, availability, etc., and then describe it.	3. Based on the filmstrips, have students write an essay describing the kinds of work people might perform in the Northeast and their life styles. 4. Have students select a city to "move" to and describe the job they would like to have there. Have them send postcards to people at home describing their new locale and job.	City Newspapers Travel agency Film: "Growth of the DuPont Company," DuPont Company (App. F)

LEVEL: 3-5   SUBJECT AREA: Language Arts   CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to describe the feelings associated with particular role assignments in the hypothetical city.	1. Read the story "The Lion and the Mouse." 2. Prepare students to participate in the simulation game *Equality*. 3. The class will investigate relationships that exist between types of work and educational level, race and/or environment. 4. Extend the game to include occupations and assign students associated roles and occupations. 5. Students will examine and discuss the relationships between job assignments and educational level, race and/or environment.	Simulation game: *Equality* Play: "Community Helpers" (App. A)

LEVEL: 3-5   SUBJECT AREA: Math   CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to distinguish the difference between wants and needs of the class.	1. Students will develop a list of the wants and needs of the class.	Supplies and equipment for making chosen product; i.e., ingredients and equipment for cookies
Students will be able to describe, either orally or in writing, the various jobs in making and selling a product.	2. Lead a discussion on how money is borrowed.	Resource persons (art teacher, music teacher, industrial arts teachers)
Students will recognize the necessity of capital to begin a business and will be able to tell ways in which a business might get capital.	3. Provide role-playing activities that will include experiences in borrowing money and purchasing and selling a product. a. Have students select a product that can be produced within the classroom (no-bake cookies have proven successful). b. Visit a local business/industry that has products similar to the class project (e.g., bakery for no–bake cookies). c. Organize the class into a small business. d. Set a production limit and figure a budget. e. Make arrangements for the class to borrow money to purchase supplies (see principal, P.T.A., friend at bank, etc.). f. Have students make posters to advertise the product. (Use art teacher.) g. Have students compose a singing commercial. (Use music teacher.) h. Pay off the loan or file bankruptcy after selling the product and determining profit or loss.	

LEVEL: K-2 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to identify the workers in a story. Each student will be able to contrast the worker and the "drone."	1. Students will listen to the story of *The Little Red Hen*. 2. Have students role-play the story. 3. Have students discuss the relationships between the story and real work situations. 4. Have students write open-ended stories on attitudes and values. NOTE: This activity could be expanded to include, or be revised to use, many fables.	Story: *The Little Red Hen* (a fable) Teacher-made stories (App. A)

LEVEL: 3-5 SUBJECT AREA: General CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student shall develop a responsibility for job holding. Student shall become aware of the rewards of job completion.	1. Students will be "employed" each Monday on jobs which last one week (line leader, messenger etc.). Time card should be given. 2. After a student completes the job, he "punches out" (turns his card over to the red side). 3. Wages are $2 per day, but the card *must* be turned to red. (No payment is made if the job is done but the card is still on green.) 4. The money may be spent for movies, used to buy pencils and crayons, activities for recess, or pay cushion rental for story time.	Time cards (two-colored, red and green reversible) Play money

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to design at least eight questions to use in a job interview. Each student will be able to conduct an interview to learn about a person's preparation for a career.	1. Students will choose careers of interest and research requirements for the job. 2. Students will prepare lists of questions pertinent to chosen careers. 3. Students will role-play jobs and answer questions from an interviewer. 4. Students will interview a parent, neighbor or someone near who holds one of the chosen jobs. 5. Students will tape interviews or make notes and share these with the class. 6. The class will discuss the interviews as to their value in learning about the job. 7. The class will develop bulletin board displays of the World of Work and people at work.	Resource person (librarian) Bulletin boards Tape recorder (optional)
Each student will be able to construct questions pertaining to the nature of work activities as well as to worker attitudes. Each student will be able to demonstrate appropriate questioning techniques. Each student will be able to describe the casual relationship between questions used and the answers they elicit.	Title: Interviewing Skills Development 1. The class will collect information about a variety of workers, e.g., pictures, articles, job descriptions. 2. Review and discuss this information. 3. Divide the class into groups and construct masks, hand puppets, etc., depicting various occupations. 4. In pairs, conduct practice interviews using role-playing techniques.	Interviewing (mimeo) (App. G) Resource persons willing to be interviewed *Preparing for Interviews*, Teacher Transparency Workbook, Visual Materials, Inc. Video-tape recorder

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. Discuss the appropriateness of the questions and answers conceived during role-playing. 6. Students will formulate a list of interview questions that relate to work activities and worker attitudes. 7. Students will practice interview techniques with parents, peers, other adults, etc. and film, audio-tape, or video-tape a class demonstration. 8. The class will use the conference telephone, take field trips to interview workers, or interview school personnel.	
Each student will be able to describe the similarities between language arts skills taught in school and job skills needed by a radio announcer.	Title: Radio Station 1. Discuss communication via radio. How does the radio station serve the community? (e.g., informs people of local, state, national and international events; entertains people; helps businesses sell products and services, etc.)	Resource people (radio personnel, audio-visual director) Local radio station
Each student will demonstrate the use of good grammar by writing a script for a short segment of a class-produced radio program.		Sample program (App. A)
Each student will be able to discuss the job of radio announcer and tell why he thinks he might or might not like to do this kind of work.	2. The class will listen to radio programs and commercials and discuss skills necessary to be a radio announcer (clear diction, correct grammar, concise presentation, good timing, etc.).	
Each student will be able to describe briefly the duties of at least two other broadcasting-related occupations and tell what about these jobs appeals to him.	3. The class will visit a radio station to observe the various workers involved in producing a radio broadcast and the physical arrangement of the broadcast studio. (If possible, obtain a copy of some wire service sheets.)	
	4. Make a list of the various parts of a program (e.g.,	

LEVEL: 3-5 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Development Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	news, weather, sports, traffic reports, station announcement, advertisements, community notes, record introductions, etc.) Ask each student to write a script for one of these program segments. The wire service sheets can be used in writing the news, sports and weather reports. When these are completed, the class can organize them into a program schedule. 5. Hold auditions for each of the various program segments with announcers being selected on the basis of vocal quality (enunciation, speed, enthusiasm, volume, etc.). Engineers and a director are also selected. 6. The class will set up a control room in the classroom with two turntables, a microphone, two tape recorders, and scripts. 7. Time should be allowed for class members to practice scripts, engineering arrangements, etc., and to pre-record the station announcement. 8. Record the "broadcast," then play it back for the class to hear. 9. Discuss the broadcast, advantages and disadvantages of careers in radio, and students feelings about these. 10. Discuss the relationship between competency in various school subjects and different jobs in radio.	

(6-8) EXPLORE

EXPLORATION EXPERIENCES ARE IMPORTANT IN THE PROCESS OF CAREER DEVELOPMENT

Many exploratory experiences are essential for a student to have a broader knowledge base of self in order to make more realistic educational and occupational choices.

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss training and personal qualifications needed for various careers.	1. Students will view their favorite T.V. show and list the training and experiences of the main characters. 2. Students will list their personal goals. 3. Students will match "want ads" to individuals on the basis of their goals. 4. Some goal revision may take place because of job shortages. This possibility will be discussed. 5. Students will survey adults to assess the factors which are satisfying to them in their jobs.	Personal check sheet (App. G) See autiobiography in activities section (App. A) Film: "Opportunities Everywhere," Vocational Films, 111 Euclid Avenue, Park Ridge, Illinois 60068 (App.F)
Students will identify individual abilities and interests.	1. Students will participate in a self-evaluative processes to determine their abilities and interests. 2. Students will analyze these evaluative results through use of a profile chart. 3. Each student will write a paragraph summarizing test results as they apply to him. 4. Each student will list various characteristics that he thinks identify him. 5. Students will discuss handwriting analysis as researched in various books.	Differential Aptitude Test Ohio Vocational Interest Survey Kuder form E Pamphlet: "Finding Your Orbit," E.G. Haldermen, Allen & Bacon, Publishers, $1.25 Game: "A Career Mixer" (App. A)

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
In a group counseling experience, students will identify, list and discuss their specific interests, skills and values as related to success in certain careers.	1. Each student will list the 20 things he likes to do most and then indicate: a. which cost money b. which are done alone c. which five he likes most d. which are tiring e. which are relaxing. Each student will then formulate a statement indicating what he has learned about himself from this activity. 2. Each student will define, in a short paper (one-page), what *success* means to him. 3. Each student will list basic skills acquired through education which carry over into work. 4. Students will take the personality checklist and answer the following questions: a. Which characteristics have you had all your life? b. Which characteristics are new? c. Do you think some of these will change over the years? Which ones and why? 5. Each student will list five careers in which he is interested and answer the following questions: a. Which two would you like best? Why? b. Which two do you think you are most suited for considering your knowledge of yourself and your interests which you have gained in the previous exercises? c. Which two do you feel could offer you success as you defined it in your paper? Why?	Game: "Judgment of Occupational Behavior – Orientation," CFKR Career Materials "Temperament Check List," Chronicle Guidance Publications, Inc. "Sample Personality Checklist," (App. G)

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	6. Each student will make a list of five things he does well and five things he does not do well. Students exchange lists with others in the class and suggest job possibilities for the student whose list they have.	
Students will identify personal values that are related to work values.	1. Have students define what success means to them. 2. Develop a list of personal values. 3. Develop a list of work-related values. 4. Develop a bulletin board illustrating how personal values relate to work values. 5. Have students conduct a study of values, and: a. Choose a job they are personally interested in. b. Visit and interview a worker in this area as to the work values needed in his job. c. Assess personal values. d. Examine the two sets of values to see if they are compatible. e. Summarize findings for self use. 6. Discuss problems of an employee when his values are not compatible with job values.	Flash Cards: Values in Choosing Jobs, Robert Hoppock Occupational Information *Values Clarification*, Simon, Howe, Kirschenbaum, Hart Publishing Company, Inc. Filmstrips: "Values for Teenagers: The Choice Is Yours," Guidance Association (App. F) "Your Personality," Guidance Association (App. F)

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list their personality traits and characteristics.	1. Students will read a fiction book of their choosing.	Filmstrip: "Your Personality: The You Others Know," Guidance Association (App. F)
Students will compare their personality traits and characteristics with another person.	2. In class each student will write a book report using an outline provided by the teacher.	Game: "Insight," The Head Box, Educational Products Division (App. G)
	3. The last question on the book report outline is: "Imagine you are a famous movie star and have been asked to play one of the leading roles in your book. Since you are a fine actor and money is of no consideration, you will not take the part if it differs too greatly from your personality." Write a letter to the producer telling whether you will take this role, and why.	
Students will verbalize about the ways in which they use their leisure time.	1. Students may view any filmstrip on one career cluster and discuss what interests the main character has developed which led to this career.	Filmstrips: "Career Exploration," Acoustifone Corporation (App. F) "Careers in the World of Tomorrow," American Vocational Association (App. F)
Students will correlate their leisure-time activities with career choices.	2. Students will share their hobbies and interests with the group.	
	3. The group then suggests career-related choices.	
	4. Each speaker uses career information to provide additional ideas for career choices related to present hobbies.	
	5. Students make an illustrated poster of hobbies and relate them to possible future careers.	

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to recognize situations in which acts of courtesy are appropriate.	1. Have class identify courteous behavior vs. non-courteous behavior and give examples in a social situation and a work situation. 2. Have business personnel and union people participate in a panel discussion about their reactions toward on-the-job behavior. 3. Each student will describe appropriate behavior in the following situations: a. Guest speakers b. Interview c. Tour d. Response to request for information This description may be done by: a. Letter writing b. Role playing c. Oral presentations d. Posters e. Other	World of Work Cassette Tape Series No. 1, Educational Resources, Inc., New York, New York, $249.50 (App. E) World of Work Cassette Tape Series No. 2: "Getting a Job," Educational Resources, Inc., New York, New York (App. E)
The student will use parts of speech in a practical situation. The student will get practice in computing money.	1. Each student will write a "situation wanted" advertisement for a part-time job for himself. He will be allowed $3.00 for the ad. Each noun or pronoun used will cost 10 cents, each verb 25 cents, each adjective or adverb 5 cents. Articles and other parts of speech will be free. Students may use any reference needed to compute the total cost and should be encouraged to work with others in checking the results. The ads may be placed in a bulletin board display.	Newspaper want-ads

22

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify changes in educational requirements and qualifications a particular job has undergone over the past several years.	1. Have students find out just what a particular adult does and what educational requirements and qualifications (i.e., sex, age, health, etc.) were necessary when he began working and report these back to class. 2. The next day, have students check the *Occupational Outlook Handbook* to see if these educational requirements and qualifications have changed today. 3. Take time for discussion on other information students obtain while investigating this career that really interests them.	Occupational Outlook Handbook Other resources for occupational information Vital Information for Education and Work materials

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify and list known specific interests, skills and values related to success in a particular job.	1. Students will discover their personal interests by: a. writing a story about themselves and their interests, b. taking an interest inventory and having it interpreted to them, c. sharing with the class a hobby that is of particular interest to them. 2. Have each student talk with an adult worker about his particular interests and how they play a part in his work. 3. Group discussions: a. Have students "brainstorm" interests which are related to a given job. b. Have students work in triads, using "Who Are You?" exercise. 4. Have each student list the 20 things he likes to do most and then have him indicate which cost money, which are done alone, which five he likes most, etc. Following this, ask each student to formulate a statement indicating what he has learned about himself from this activity.	Super's Work Values Inventory (App. J) "Who Are You?" (App. A) Priority Ranking Form (App. G)
Students will be able to list three metaphysical methods of learning about oneself. Students will be able to differentiate between results of a metaphysical method of self analysis and "the real me."	1. Have each student develop a paper entitled "The Real Me." This assignment should be completed individually and should concentrate on personal qualities. 2. Discuss metaphysical methods of learning about one's self, such as palmistry. 3. Interview two or three adults as to how they see	"Personality Checklist" (App. G) "Discovering Yourself," Science Research Associates "Coping With," Science Research Associates Series Resource person

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	"me." 4. Have students list some of their personal qualities as they remember them during preschool, elementary and middle school years. Follow the assignment with a discussion: a. Have the qualities changed over the years? b. If so, what do you think caused the change? c. Do you anticipate quality change in the future? Why? 5. Ask a well known community resource person to speak to the class about personal qualities and self concept.	

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will develop forecasting abilities and be able to describe himself in a hypothetical future situation.	1. Discuss with the class the value of economic change and the need for forecasting both by individuals and by large corporations. 2. As a class, study the stock market. Have students decide upon an investment. Have them follow the listing and graph the information. 3. Have students forecast what their life would be like as an adult if they didn't know how to use math skills.	Forecasting questionnaire Wall Street Careers, Julian Messner Division of Simon and Schuster, Inc.
Students will be able to list five different factors influencing lifestyle. Students will identify the relationship between economic income and lifestyle.	1. Discuss the concept of lifestyles. 2. Develop a list of labels describing various lifestyles in the community. 3. Set a figure for a student's allowance. Determine how this money is spent and for what. 4. Establish a realistic budget for a family of four. Compare this with real family expenses. 5. Discuss how income is related to education and/or job training. 6. Have a poster contest on the theme "You Choose Your Lifestyle When You Choose Your Vocation."	Game: Life Career, Western Publishing Company, Inc., New York (App. H) Film: "Consumer Education Budgeting," Bailey Film Association (App. F)

LEVEL: 6-8 SUBJECT AREA: Science CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to list personal traits he possesses as observed in a video-taped presentation. The student will strive to modify distracting behaviors in a subsequent presentation.	1. Students will select a topic related to the unit being discussed in the science class. 2. Each student will present a summation of his study before a video tape recorder. 3. The class will list personal traits observed in each "live" presentation, then observe the taped presentations. 4. Each student will list all his personal traits, placing a check beside those which he recognized for the first time through the video tape experience. 5. The student will make a second presentation to determine whether any change in his behavior has taken place.	Video tape equipment "Effective Communication" Tape Series "Speech Mannerisms and Body Talk," Argus Communications (App. E)

LEVEL: 6-8 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will discuss the relationship between self-image and career opportunities. Students will discuss strategies for planning and implementing self-improvement projects. Each student will design a self-improvement plan.	1. A club will be formed for girls who want to lose weight. 2. The club will plan weekly meetings at which they will weigh, record their weights, etc. 3. Each girl will decide how much weight she will lose. 4. The school nurse may be brought in to talk about health aspects and weight problems. 5. Professional health and weight persons may be invited to discuss weight matters. They might also be asked to discuss jobs in their field.	Resource person (school nurse) "Weight Watchers" Take Off Pounds Sensibly ("TOPS")
The student will be able to identify and correct poor grooming habits in himself. The student will be able to list the "do's" and "don'ts" in grooming and personal appearance in applying for a job.	1. Read materials relating to grooming. 2. In a class discussion, list the qualities of a well-groomed person. 3. Use filmstrips on special grooming techniques that stress care of hair, hands, skin, clothing and body. 4. Give a demonstration on how to apply makeup. 5. Develop a two-day lab to give students the experience of using techniques in makeup, nail care, hair care, etc. 6. Students may spend a day developing skits on both good and bad grooming habits as they relate to applying for a job.	Pamphlet: "Becoming a Well-Groomed Person" Books and pamphlets relating to beauticians, cosmetology, home economists, etc. Film: "Good Grooming Series," Audio-Visual Center, Indiana University (App. F)

LEVEL: 6-8 SUBJECT AREA: Physical Education CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list their postural characteristics. Students will be able to identify causes and effects of poor posture.	1 Discuss how posture varies with each individual. 2. Photograph each student three times clad in a bathing suit. 3. One photo should portray the student's posture in the horizontal plane, and two photos should portray the student's posture in a vertical plane. 4. Note and discuss variances from the correct position and possible reasons for the condition. 5. Have students list their individual postural characteristics and write a paragraph on how incorrect posture affects their daily lives, i.e., how becoming excessively tired at work can result from incorrect posture.	Film: "Posture Habits," Coronet (App. F)
Students will be able to execute basic types of stretching, running, jumping, leaping, swinging, bending, striking and balancing movements with and without music. Students will be able to list and execute body movements directly associated with selected occupations in the areas of music, history, dance and the entertainment world.	1. Through use of rhythmics, the class will pantomime building a house, furnishing a house and living in the house as a contributing member of the family. 2. Each student will attempt to imitate a clown's trick or emotion, such as juggling, walking a tightrope, balancing a glass on the forehead, sadness, fear, happiness, surprise or excitement. 3. The student who correctly guesses the pantomime gets to illustrate his characterization. 4. The same procedure is used again, and each student gives his impression of an occupation in mimetic.	Film: "Rhythmic Exercise," Burnford (App. F)

LEVEL: 6-8 SUBJECT AREA: Physical Education CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. The class tries to guess the occupation that the class member is depicting. 6. Discussion follows each student's presentation.	
Students will be able to discuss the relationship between physical fitness and career opportunity. Students will be able to list informal activities which aid in strengthening a recognized weakness. Students will plan and implement physical fitness improvement programs.	1. The class will discuss physical requirements of various careers. 2. Students will take a physical fitness test (American Association for Health, Physical Education and Recreation and the President's Council on Physical Fitness). 3. Individual strong and weak physical traits will be discussed. 4. Plans for minimizing a physical weakness will be discussed. 5. Personalized plans will be made.	Physical fitness test, American Association for Health, Physical Education and Recreation and the President's Council on Physical Fitness.

LEVEL: 6-8 SUBJECT AREA: Art CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will be able to enumerate the elements of his personal makeup which will play an important role in finding happiness in a job.	1. The class will discuss personality and character traits. 2. The class will list jobs and predict personality and/or character traits which will contribute to worker comfort in each. 3. Each student will make a collage of traits representing his personality using pictures, poems, quotations, colors, etc. 4. Students will design a display of their individual projects.	Holland's Self-directed Search (App. J) Filmstrip: "Your Personality, The You Others Know," Guidance Associates (App. F) Pamphlet: "Your Personality and Your Job," Science Research Associates

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to relate his past school experiences to projected success or failure as a student. The student will be able to list realistic characteristics of a school in which a student could achieve.	1. Assign a theme to be written entitled "My Idea of a Perfect School." In preparation for this assignment, the following points should be considered and discussed: a. Do the same situations affect all students the same way? b. What does a student expect to get or earn from his teacher? What does a teacher expect from a student? c. What should a student be willing to give or do in order to increase his opportunities? d. What values are needed to be a successful student? What is a successful student? 2. After themes have been written and discussed, have students cross out any references to physical facilities of the school. Compare themes. Discuss: "Is an individual's success in school determined by the amount of money spent on education?"	Film: "Schools and Learning: Learning Is My Job," McGraw-Hill (App. F)
Students will identify, define and classify the job role of one family member or adult using the occupational clusters. Students will list five related jobs in this cluster.	1. The class will submit questions for an occupational survey. 2. A committee will develop a questionnaire using the suggestions submitted by the class. 3. Each student will interview a family member or adult and report his findings to the class. 4. Students will identify the jobs according to an occupational cluster and find five related jobs.	Interview Report Form (App. G) *Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C.

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will list factors involved in getting and holding a job. Students will identify commonly held misconceptions about working.	1. Read and discuss an article on working at a particular place – the required travel time, working conditions, uniform and salary. 2. After the student chooses a job which suits his interests, he will spend a number of days reading materials and books. 3. The class will listen to tapes of people in the chosen fields. If none are available, the student may consider making a tape. 4. The class will discuss making money and other rewards obtained from working. 5. Ask community workers to discuss their work, including their likes and dislikes.	Filmstrips: "The Jobs Ahead" "Making the Most of Your Money" Science Research Associates (App. F) Community resource persons Cassettes: "What's It Like?" (Live career interviews designed specifically for minority young people), Knowledge Aid (App. E)
Students will produce career kits to expand their awareness of specific job possibilities.	1. Each student will choose a cluster of interest. Within that cluster he will choose one specific job or career to explore, and produce a career kit about it. The kit will include the following: a. a student taped interview with an employee in that job, b. three individual or small group activities for independent work, to increase job awareness, c. maps, cartoons, pictures, graphs, diagrams, charts and other such software, d. file cards on which are written terms familiar to the trade or career.	Box suitable to store kit materials (shoe box) Cassette tape File cards

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to plan a program for developing physical-motor skills. The student will be able to list personal characteristics necessary for a person to develop new or different physical-motor skills. The student will be able to list situations which may require him to develop a new skill in order to keep the same job.	1. Ask students to pretend the normal writing hand is injured and to write with the other. After first efforts, discuss ways of improving penmanship (practice, instruction, time plan, desire, etc.). 2. Divide into groups of two (teacher-student) and work at these activities: a. Write backwards with a mirror. b. Tie shoes opposite way. c. Boy teaches girl to tie a tie. d. Wiggle ears. e. Ventriloquism. 3. Discuss the results of practice, the need for scheduling, the desire of the individual.	Any materials to be used in comparing skill abilities – one hand with the other (e.g. sewing, driving a nail, batting a ball, kicking, dialing a phone).

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to define legal terminology through investigation of the various roles of persons in a courtroom. Students will create a mock trial situation. Students will experience actual courtroom procedure in role-playing situations.	1. Divide classes into groups of 7-10 persons. 2. Each group will make up a crime and assign persons to take parts as a defendant, defense and prosecuting attorneys and witnesses in a trial. 3. The class will choose a judge, clerk, bailiff and jury. 4. Students will receive handouts describing courtroom procedures and the order of events. 5. Each group will present its case, the jury will announce verdicts and the judge will proclaim final sentences.	Resource speakers (attorney, judge, law enforcement agent, courtroom recorder) Prepared or locally-taped interviews. "Opportunities in Law," Tapes Unlimited, Gordon Flesch Company, 1970 *Opportunities in a Law Career*, Sheldon P. Elliott, Vocational Guidance Manuals, New York, New York
Students will investigate the uses of mass production and compare the efficiency of the assembly line to one-man production.	1. Divide the class into production teams and individual workers. 2. Each production team assembles all the ingredients for preparation of a food product. 3. The length of time required for one student to make a food product is compared with time required using the technique of mass production. 4. Students make and then share with the class submarine sandwiches, sundaes, tossed and fruit salads, milk shakes, etc. 5. Students construct dolls, using styrofoam balls, toothpicks and paper hats. Students are assigned to the assembly line.	Film: "The Industrial Worker," Encyclopaedia Britannica Educational Corporation, 1969 (App. F) Pamphlet: "Can I Make the Production Team?", Department of Public Relations, General Motors Corporation, Detroit, Michigan 48202

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify and illustrate past and present agricultural careers.	1. The class will discuss careers in agriculture.	Film loop: "Careers: Agri-Business," Kunz, Inc., 1970 (App. F)
	2. Have students make farming collages (animals, crops, machinery, etc.).	Film: "Farming's Fabulous Future," Ohio State University, 1965 (App. F)
	3. Have the class make reports on prices, markets, research, etc.	Pamphlet: "Careers in Agriculture," Vocational Agriculture Service, Ohio State University
	4. Contrast the old and new image of farming and agriculture through role playing situations.	
Students will identify occupations related to historical events.	1. Each student will select a wartime career while viewing a film on World War II.	Film: Any historical film may be used.
Students investigate present-day occupations as related to these historical events.	2. The class will compile a list of these careers.	Bell Telephone conference system (information on telephone hook-up may be obtained from Bell Telephone Company.)
	3. Assign each student one of these careers and have him relate it to a present-day career.	
	4. Using the Bell Telephone conference phone, small student groups will interview governmental agencies and corporations which played a role during the historical event.	
	5. Students then report to the class comparing the interviewees' wartime functions with their peacetime roles.	

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to report on educational requirements, working conditions, pay, etc., for a job about which he has made a scrapbook. The student will list sources of information about careers and be able to organize the information he obtains into various divisions. The student will be able to rank sources of career information with regard to validity.	(This activity may be narrowed to having the student compile a notebook dealing with a career which draws heavily from the content of the course.) 1. The class will discuss pay, training requirements, working conditions, etc., for careers relating to subjects taught in school (could be subjects taught in Business Education). 2. The class will list on the overhead projector the results of an investigation of training requirements, working conditions, etc., obtained from parents or community workers. 3. Each student will select one career in the given range of careers and develop a scrapbook of related information, placing items in selected categories. 4. The class will make a weekly schedule of activities such as reading, notetaking, writing, summarizing, etc., in order to finish on time.	World of Work Cassette Tape Series No. 1: "Money, Money, Money," "Company Rules and Company Customs," "Promotions," Educational Resources, Inc., New York, New York (App. E)
Students will compare their personal versions of job specifications with actual information obtained through research. Students will recognize the value of investigating career interests.	1. Each student will select a career – not necessarily one of choice – and write descriptions and list expectations of the jobs including such information as duties, wages, benefits and job potential. 2. Students, using various sources, compare actual information with their expectations. 3. Students determine if their job specifications were accurate.	Magazines Resource persons for interviews Vital Information for Education and Work *Occupational Outlook Handbook*, U.S. Department of Labor, Washington, D.C.

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate the various branches of military service for career opportunities and list three areas of job training available in each branch.	1. To introduce the unit, assign oral reports on the history, military code of justice, discharges, retirement benefits, veterans' benefits, etc., of the branches of military service.	Military recruiters (Air Force, Army, Navy, Marines, Civil Air Patrol, Coast Guard) Representative from the Selective Service Board
	2. Invite resource persons from various military branches and related areas to speak to the class.	Field trip to a military base.
Students will identify interrelationships between various occupations.	1. Discuss the difference between the terms "profession," "occupation" and "job." Give several examples of each.	Filmstrip: "Choosing Your Career," Guidance Associates Filmstrip Series (App. F)
	2. Show the occupation film "Opportunity Everywhere".	"Jobs for the Now Generation," Bowmar: *A Direction for Tomorrow Series*, (App. F)
	3. Bring in a panel of experts in different occupations within the same profession. Let students decide which profession would be of most interest to them. Discussion should center around how the different occupations are interrelated.	Simulation Game: The Career Game, Educational Progress Corporation, 8538 E. 41st Street, Tulsa, Oklahoma (App. H) Microfilmed Vital Information for Education and Work deck
	4. Have students choose an occupation of interest to them and develop a chart showing the various levels of jobs within the occupation and the education and/or training required at each level.	
	5. Have each student develop a display or bulletin board illustrating a chosen profession and some specific jobs within the occupation.	
Students will identify specific characteristics and requirements of a career area of interest.	1. Students will study job opportunities and each will investigate a job of interest and write an informative theme about it.	Community persons Tapes

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will recognize the importance for finding satisfaction in a chosen area of work. Students will relate hobby interests to career choices. Students will identify possible circumstances that would make their career choices impossible to pursue.	2. Invite community persons to speak to the class about their jobs. The class should ask: a. Are they doing what they always wanted to do? b. Are they happy with their work? c. What happened to change their plans? d. Does their work interfere with leisure time to pursue hobby interests? 3. Ask persons in the community who cannot visit the classroom to make tapes to be played for the class. 4. Have some students prepare a slide presentation of persons at work. (Have students interested in teaching make a slide presentation of teachers and classes in learning situations.) 5. Record these activities on video tape for future reference. 6. Use the 3-M Reader Printer to further investigate career areas. 7. Have each student present a report on a career of interest to him.	Camera and film 3-M reader printer Video Tape Recorder
Students will demonstrate the procedures used in answering a "help wanted" newspaper advertisement.	1. Students will receive newspapers in the classroom for two weeks. 2. Discuss the use of "help wanted" ads. 3. Each student then chooses two or three ads. 4. In a role playing situation, have students call one	Telephones (unplugged) Newspaper "want-ads"

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	of the places they locate in the ads to ask for more information and request an interview. 5. The student will role-play a job interview situation using a counselor, principal, etc., as the employer. Students may then attempt to interview one another and follow the interviews with a class discussion on how realistic each seemed to be.	
Students will be able to identify skills used in different vocations and the contributions of these vocations to the community.	1. The class will read information on 36 occupations and match work to workers. 2. Students will pantomime the different occupations. 3. Posing as workers, the students answer questions from the class. 4. Students will survey the jobs of parents or friends and make a report to the class. 5. Through a class discussion, students will analyze the contributions of each occupation to the community.	Workbook: *In My Community* Foundations for Occupational Planning Filmstrip: Five captioned filmstrips dealing with self, career classification and relationship of school work to career planning, Science Research Associates (App. F) Job Family Series booklets, Science Research Associates

LEVEL: 6-8 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Each student will select a science-related career field in which he is interested and discuss why it might be appropriate for him.	1. As a group exercise, the class will list on the board as many jobs in the science field as they can. 2. Each student will choose a job in a "career cluster" related to science and prepare a presentation (in writing) dealing with the job or career cluster, explaining why it might be appropriate for him personally. 3. Each student will present his report to the class by an appropriate method (chart, demonstration, tape, posters, etc.).	Popeye comics, King Features Syndicate Science Careers Kit, Careers, Largo, Florida Booklet: "Jobs in Science," Job Family Series No. 1, Science Research Associates Filmstrips: "Preparing for the Jobs of the '70's" (two films), Guidance Associates *Careers and Opportunities in Science*, E.P. Dutton and Company, Inc., 1968
Students will be able to locate and organize occupational information on careers that draw on scientific skills.	Using their own experiences, career-oriented materials and persons they know, each student will make an outline of a chosen career in the science field including advantages, disadvantages, responsibilities and requirements of that career.	*Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C. Vital Information for Education and Work Community resource file
Students will be able to write three or four basic interview questions which may be asked a resource person in a science-related field. The student will be able to conduct a resource person interview which will draw discussion from the person rather than one-word answers. Each student will be able to summarize for fellow students positive and negative considerations about the career.	1. The class will discuss the formulation of questions for interviewing. 2. The class will write a set of interview questions for a selected career resource person in the science field. 3. The class will role-play and tape the interview with a classmate. 4. Resource persons will be invited and assigned to class persons for visit.	Tape recorders and tapes Librarian English teacher World of Work Cassette Tape Series No. 2: "Getting a Job," Educational Resources, Inc., New York

LEVEL: 6-8 **SUBJECT AREA:** Science **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate local businesses and industries that have contributed to the space exploration program to determine career opportunities available. Students will interview company resource persons to determine requirements for job placement and future trends related to space exploration.	1. Have the class brainstorm about the elements, products, people, etc., that contribute to the total space exploration program.	NASA representative
	2. Divide the class into small discussion groups and have students develop a questionnaire to use for interview purposes.	Interview question guide (App. G) Tape recorder
	3. Ask groups to arrange for an interview with someone in business or industry, investigating his role in the space program. Interview that person outside the class using a cassette tape.	
	4. Have each group play back the interview to the class and conduct a question-and-answer session.	
Pupils will list careers dealing with plants and landscaping with plants.	1. Students will study plants and how to care for them.	Draftsman
	2. The class will develop plans for building a greenhouse.	Nursery specialist
	3. The class will construct a greenhouse using 2 x 4's and plastic.	Science Research Associates briefs: "Draftsman," "Nurseryman"
	4. The class will arrange plants in the greenhouse.	
Students will identify skills related to specific jobs.	1. The question, "How can skills be developed?" will be discussed.	Magazines
	2. Students will find pictures illustrating different skills and decide how these skills could be developed and how each might provide job opportunities.	Films: "Careers in Bacteriology," "Breakthrough: The Challenge of Agricultural Research" "Fact and Fantasy" Audio-Visual Center, Indiana University

LEVEL: 6-8 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	3. Group students according to chosen skills and have each group make a collage using its pictures.	
	4. One member of each group will present its findings to the class.	
Students will list occupations in oceanography and the tools, responsibilities, requirements, etc., of these jobs.	1. Students will choose one area of oceanography, i.e., coral reef, depths, tides, etc. to study.	Film: "Your Future in Oceanography," Careers in Depth Series
	2. Students will research scientific aspects of the occupation such as types of life studied, tools used, etc.	Pamphlet: "Oceanography Information Sources, 70," National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, D.C.
	3. Students will determine qualifications and training required of persons in the chosen occupation.	
	4. Each student will write a research paper including a section entitled "A Day in the Life of an Oceanographer."	
Students will list occupations in horticulture and identify the proper steps in caring for plants.	1. Plan a field trip to a nursery (if a vocational school is in the area, visit the horticulture department) to see the various jobs available in horticulture.	Employees of a local nursery Horticulture instructor Science Research Associates Brief: "Horticulturist"
	2. After returning from the field trip, discuss how to care for plants properly.	
	3. Give each student one plant (e.g., a geranium) to care for during a period of six weeks.	
	4. Have the students record the steps they take in caring for their plants.	

LEVEL: 6-8 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. At the end of six weeks, compare plants and steps taken in caring for them and discuss how the appearance of the plants reflects the care given them.	
Students will identify careers related to science and machinery and recognize those that require special training.	1. Study the science unit on simple machines. 2. Discuss careers relating to the operation of simple to complex machines. 3. Discuss the effect of the assembly line on mass production. 4. Use "What's My Line" game to present careers in machinery.	Film: "The Industrial Worker," Encyclopaedia Britannica Educational Corporation, 1969 Filmstrip: "Manufacturing I," Career Exploration Series No. 410, Acoustifone Corporation
Students will investigate and list careers related to science and recognize apparel worn by persons in those careers.	1. Assign each student a report on a science-related career. 2. Ask each student to dress in clothing which identifies this career area.	Poster on job opportunities relating to science, J. Weston Walch, Publisher, Portland, Maine *Careers and Opportunities in Science*, Phillip Oilack, E.P. Dutton and Company, Inc., 1968
The student will investigate careers in the field of insect control and will recognize the benefit of these careers to mankind.	1. The class will study beneficial insects. 2. Discuss the study of insects to careers in insect control.	Local exterminator to discuss termite control and dangers of other insect destructions. Film: "Insect Enemies and Their Control," Audio-Visual Center, Indiana University
Students will identify requirements for jobs in this career area.	3. Research career possibilities in insect control.	
Students will be able to identify the elements of a simple electronic circuit.	1. Review practical applications of electronics.	Radio kits may be purchased from an electronics supply store.
Students will utilize the assembly line process in an electronic assembly production.	2. Students will assemble radio kits using the assembly line process.	Science Research Associates Career Briefs on Electronics

LEVEL: 6-8 **SUBJECT AREA:** Science **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate jobs in the electronics field.	3. Discuss jobs in the electronics field.	Filmstrip: "Electronics," Career Exploration Series No. 416, Acoustifone Corporation

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify ways in which math and work are interrelated through the use of various instruments such as the typewriter, adding machine, calculator, etc.	1. Relate subject matter to the world of work: *English* a. Conduct interviews through role playing. b. Fill out job applications. c. Write a resume. *Mathematics* a. Fill out orders. b. Calculate measurements on problems related to daily work tasks. c. Cash register experience. d: Budgeting. *Social Studies* a. Investigate economic trends – labor, cost of living. b. Effects of legislation. c. Employment trends. *Science* a. Look at science-related jobs through field trips. b. Discuss jobs that will be created because of scientific advancement. c. Discuss the ecology problem, what jobs will be needed to solve these problems. 2. Discuss the skills acquired through education which carry over into work. a. Effective communication skills: 1) writing 2) speaking b. Organizational skills: 1) time 2) paper work 3) planning work c. Interpersonal:	World of Work Cassette Tape Series 2: "Getting a Job" (App. E) Job Applications – Employment Security Division (App. G) Resume Guide (App. G) "Job Trends," U.S. Department of Labor (App. E) Human Relations Kits, McGraw-Hill (App. E) "Environmental Careers," King Feature Series

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	1) relation skills 2) respect for others' rights & property.	
Students will be able to list general math skills used by people working in various sales careers. Students will identify and demonstrate techniques used in an oral sales presentation.	1. Discuss and list math skills which are applicable to the sales industry.	"The Game of Market," Benefit Press (App.E)
	2. Students are given an outline of procedures to follow in preparing a sales presentation.	"Your Career in Selling," J. Messner, Division of Simon-Schuster Inc.
	3. Students create a product and follow their outline in describing their item.	Film: "The Importance of Selling," Encyclopaedia Britannica (App. F)
	4. Oral sales presentations and demonstrations are given in which each student attempts to sell his product to the class by using as much mathematical and promotional information as possible.	
	5. Other students place imaginary orders (limit each student to a specific amount of money). Each student must justify his order.	
Students will list various career opportunities which draw upon math skills and differentiate between "personal qualifications" and "math skill qualifications" for these jobs.	1. Students discuss and decide upon three math-related career areas they would like to investigate through resource persons.	Community resource people
	2. Invite local businessmen and women to visit the class and speak on these particular careers.	Pamphlets: "Career as a Certified Accountant" "What It Is Like To Be an Accountant?" (free from the Acting Careers Council) "Jobs in Math," Science Research Associates
	3. Class members seek out people in areas of interest, interview them, and report to the class.	Bulletin Board
	4. Prepare math-related career bulletin board ("Workers Using Math" in a people pyramid).	

LEVEL: 6-8 **SUBJECT AREA:** Math **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate the role math plays in the construction industry. Students will demonstrate an understanding of fraction and scale concepts by constructing a scale model house.	1. A building contractor will talk to the class about his work in the construction industry. 2. Review fraction concepts. 3. Introduce the scale concept. 4. Begin house design drawing. 5. Begin construction of a scale model house.	Resource person (a building contractor) Design crew worksheet (App. A) Construction crew worksheet (App. A) Pamphlets: (free) "Contruction: A Man's Work" "Construction Industry Opportunities" – Associated General Contractors of America, 1957 E. Street, N.W., Washington, D.C. 20036
Through the use of a job classification system, students will locate and identify specific jobs and types of training. Students will identify group and sub-group job classifications.	1. Techniques of grouping in math are discussed. For example, numbers are grouped into odd and even, prime and composite and other types of sets. Job grouping is also discussed. 2. Job descriptions of unfamiliar careers such as "noodle man," "bank boss," "banana spatter," "back washer," "frog jumper" and "kiss wrapper" are discussed by the class. 3. The Dictionary of Occupational Titles (D.O.T.) is then used to clarify the definitions of these jobs and the nine classifications of jobs used by the D.O.T. is noted. 4. Using D.O.T. classifications, students list the unfamiliar job titles under the proper classification. 5. Dividing a circle into eighths, fourths, and other segments is discussed. Students draw three circles and divide them into eight equal parts. In each	Career Education Program, Vol. II, Grades 7-9, Glenn A. Saltzman, Houghton Mifflin Co. 1973 (See Occupation Quiz master copy) (App. B) *Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C. Bulletin Board

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	part of one circle list the D.O.T. job classifications. 6. Selecting a job cluster classification of interest, each student finds at least two occupational clusters and lists eight related jobs within each circle. 7. The circles are colored, cut out and placed on the bulletin board.	
Students will demonstrate an understanding of the relationship of math to business procedures and operations by establishing their own "business" and marketing a selected product.	1. Discussion: How is a business started? What might be sold? 2. Interviews: Parents and local businesses people are interviewed to determine what products might be manufactured and sold. 3. Introduce the idea of "stock" in a company. Students will elect officers and sell stock to finance the manufacturing of a product. 4. Students will select a product (e.g. large paper flowers). 5. Divide students into teams: a. Advertising b. Selling c. Bookkeeping 6. Discuss ways profit will be spent.	Game: "Careers," Parker Bros. (App. H) Pamphlet: "Your Own Business," Careers in Depth Series, Richard Rosen Press, Inc. Tissue paper and clothes hangers (to construct flowers).

LEVEL: 6-8 **SUBJECT AREA:** Math **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify the many jobs available in math-related fields. The various kinds of skills needed to perform a specific jobs in business, science, health, etc. will be listed.	1. Students will develop reports on jobs which require some form of mathematics in the performance or nature of the work.	Resource person (bank official)
	2. Reports should be filed in a career folder and placed in the classroom for reference.	Field trip: "Planning Guide" "Follow-Up Field Trip Report" (App. G)
	3. A bulletin board of math-related careers should be constructed.	Science Research Associates Cassette: *Jobs in Mathematics No. 8* – "Mathematicians and Staticians" (App. E)
	4. Have class fill out simulated Federal Income Tax Forms (short form).	*Occupational Guidance*, Finney Company, Minneapolis, Minn.
	5. Invite a local bank official to discuss the nature of banking as it relates to mathematics. Budgeting, spending, and saving money should also be emphasized.	*Occupational Outlook Handbook*, U.S. Department of Labor, Washington, D.C.
	6. Conduct a field trip to the local department of the United States Bureau of Census and visit a computer center to view the many ways math is used in this area.	
Using a questionnaire to stimulate interest, students will explore jobs relating to science and math.	1. Fill out "Me In The Future" questionnaire.	Questionnaire: "Me in the Future." (App G)
	2. Discuss the following areas: a. What job would you like most to do? b. What job do you feel you are capable of doing? c. What job do you feel you will end up doing?	Classroom Display: "From Dream to Reality" Science Research Associates Cassette: *Jobs in Mathematics No. 8* – "Mathematicians and Staticians" (App. E)
	3. Classroom display: a. Student questionnaires.	*What Good Is Math?*, Science Research Associates *Your Future in Accounting*, Richard Rosen Press, Inc.

LEVEL: 6-8 **SUBJECT AREA:** Math **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	b. Photographs of people in occupations identified in the questionnaires.	
Students will use linear measurements to plan a classroom remodeling project.	1. Review linear measurement concepts by calculating the surface area of the classroom.	Resource person (construction contractor)
Students will identify jobs related to remodeling projects.	2. Estimate the amount of materials needed to refloor the classroom.	Interview Report Form (App. G) Film: "Workers Who Build Houses," Bailey Film Associates (App. F)
	3. Contact a lumber company and determine the cost of materials needed.	
	4. Investigate, by interviewing a construction contractor, the various occupations involved in a remodeling project.	
	5. Groups will be assigned to research these occupations in the areas of training, salary or wages, employment trends, etc.	
	6. Oral reports will be given to the class on these findings.	
Students will construct a scale model of a six-block city area using the concepts of ratio and proportion, algebraic equation, cross multiplication and geometric design.	1. Invite a city planner (building contractor) to discuss methods of construction for urban projects.	The Arithmetic Teacher, Jan. 1971, p. 56 Resource person (city planner building contractor)
	2. Using balsam wood and cardboard, students will design and construct a scale model of a six-block city area. Buildings and streets will be constructed on a scale of: 1 inch = 10 feet.	
	3. Students will gain experience at using tools and materials appropriate to the construction cluster.	

LEVEL: 6-8 **SUBJECT AREA:** Language Arts **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will construct a business letter in the proper form. Students will demonstrate the proper use of capitalization, punctuation and word usage in letter writing.	1. Read a section in English text on writing business letters. 2. Blackboard exercise: practice capitalization and punctuation to be used in different sections of the letter; practice various headings, greetings, closings, etc. 3. Each student will compose an original job application letter to a business or industry of his choice (Newspaper ads may be used as a lead). The letter will include: a. reason for writing, b. individual qualifications & references, c. request for more information.	Language Arts Text Sample letters (App. A) Newspaper employment section *How To Write Letters for All Occasions*, Sheff and Ingalls, Doubleday, 1961.
Students will be able to describe careers in short, concise statements. Students will write cinquains correctly according to instructions.	1. Have students create a cinquain about a career following specific rules of syllabication as follows: First line – two syllables for occupations Second – four syllables (usually descriptive adjectives) Third – six syllables (usually descriptive adverbs) Fourth – eight syllables Fifth – two syllables (refers to line one).	Samples of cinquains (App. A)
Students will identify personal attitudes and abilities. Students will investigate the field of journalism and identify jobs and job qualifications.	1. Have students create "personality posters" which reflect their attitudes and abilities as related to their interests. 2. Tour a newspaper facility and observe individuals at work. 3. Have students choose jobs they would like to do	Local newspaper Faculty members and students Pamphlet: "Opportunities in Journalism Careers," Universal Publishing and Distributing Ed., 1967

LEVEL: 6-8 **SUBJECT AREA:** Language Arts **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	and work together to develop and publish a newspaper. 4. Include in this paper all sections that are in a real paper. 5. Some students will interview faculty members and other students. 6. Students will do some or all of the typing and duplicate the paper for the class or whole school.	Film: "A Newspaper Serves Its Community," A-V Center, Indiana University (App. F)
Using one of the accepted occupational classification systems, students will be able to locate any given job and identify the type of training needed.	1. Introduce students to the systems that have been developed to classify occupations: a. D.O.T. b. Roe c. Holland d. U.S. Census Bureau e. USOE Occupational Clusters 2. Have the students study the eight major categories in the D.O.T. and be able to give an example of a specific job in each category: a. Professional, technical, managerial b. Clerical and sales c. Service Occupations d. Farming, fishing, forestry e. Processing occupations f. Machine trades g. Bench work h. Structural work. 3. Students will investigate three specific jobs from the D.O.T. and develop an occupational brief on	*Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C. Classification systems – Holland – Roe – U.S. Census Bureau – USOE Occupational Clusters (App.A)

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	each, including: a. a simple description of the duties performed, b. how to prepare a train for the occupation, c. general statement about wages.	
Students will be able to list at least 10 jobs that are related to each of the four basic subject areas of english, social studies, math and science.	1. Have students set up a display on current job openings which relate to specific subject areas. 2. List school subjects and have students relate these to as many possible jobs as they can. Use a bulletin board to display activities. 3. Have a poster contest centering around the theme: "You choose your way of life when you choose your vocation." 4. Let the students pick from a prepared list of career activities those they wish to be involved in for a designated period of time.	Associate faculty – to assist in teaching various subject areas as each relates to their jobs or professions. Pamphlets: – "School Subject and Your Career Series," Bureau of Labor and, Statistics, U.S. Department of Labor, 1970 – "School Subjects and Jobs," John H. Brochard, Science Research Associates
Students will identify the role of proper written and spoken English in forming first impressions. Students will recognize the importance of good language skills in interviewing.	1. Discuss the effects of proper and improper use of language when interviewing for a job – in both the oral and written. 2. Demonstrate these effects in various situations through role-playing. 3. Discuss the first impressions of those students involved in the role-playing and determine how better language skills can improve first impressions.	Filmstrips: "Getting and Keeping Your First Job," Guidance Associates "Applying for the Job You Want," Eye Gate.

LEVEL: 6-8 **SUBJECT AREA:** Language Arts **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to list and use four techniques important in effective business letter writing.	1. The student will choose a business or firm from which to request information and literature. 2. A letter should be drawn up using the four guidelines specified: a. Courteous b. Clear c. Concise d. Correct. 3. These should be sent to the appropriate firms.	Guidelines for letters (App. A) *How To Write Letters for All Occasions*, Alexander L. Shell and Edna Ingalls, Doubleday, 1961. – or – Any textbook that covers writing application letters, their parts and appearance, etc.
Students will investigate career possibilities in radio and broadcasting and will create and present a program. Students will identify the role of articulation in the broadcasting media.	1. Tour a local radio station and observe the various jobs and the people working at those jobs. 2. In class, work in groups on open-ended radio skits taken from *Scope* magazine. 3. Have students prepare an original program to be presented. 4. Tape their radio programs for class review. 5. Have each class listen to its own tape as well as a tape from another class. 6. Discuss the importance of good articulation in public address.	Local radio station Disc jockey Station manager *Scope* magazine Tape recorder & tapes Pamphlet: "Careers in Radio," National Association of Broadcasters Sample radio program (App. A)
Students will be able to outline matters of concern about themselves and matters of concern about experiences needed in formally applying for a job and in filling out a job application form.	1. The class will discuss personal material and information appropriate for writing a personal resume. 2. The class will discuss questions often found on	Filmstrip: "Applying for the Job You Want," No. 7-5-C, Eye Gate. Workbooks: "Preparing for an Interview" and "How

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to prepare a resume for use in job seeking.	job applications, and practice filling out a variety of job application forms. 3. The class will role-play some job interviews. 4. Each class member will prepare a resume for an imaginary person. 5. The class will discuss the resumes prepared for imaginary persons. 6. Class members will turn-in a resume prepared for themselves which could be used should they seek summer employment.	to Get a Job" by Teacher Transparency Workbooks, Visual Materials Inc. Resume guide (App. G) Job application (App. G) Interview guide (App. G)
Students will identify procedures for finding a summer job.	1. Students receive newspapers in the classroom for two weeks.	Local newspapers
Students will identify qualities important in selling themselves.	2. Each student selects some type of summer job he would like to have.	Pamphlet: "The Teenage Employment Guide," Reagents Publications, Division of Simon and Schuster
Students will demonstrate techniques used in placing a job advertisement.	3. To advertise, the student writes a short ad and includes such information as personal qualities, type of work desired, and how the potential employer could contact the student. 4. Several students may contact a local newspaper office for information on rates and number of words per line. 5. After writing the ad, each student figures the cost. 6. Students exchange ads and make suggestions for	Filmstrip: "Getting and Keeping Your First Job," Guidance Associates Filmstrip Series (App. F)

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to report on the education, training, working conditions, rate of pay, etc., for a job about which he has made an investigation. The student will be able to list several sources of information about careers. The student will be able to organize information obtained into various divisions. The student will be able to rank sources of career information with regard to validity.	improvement. 1. The class will discuss rates of pay, training requirements working conditions, etc., for careers related to subjects taught in school (e.g. language arts). 2. The class will list on the board information and reactions obtained from talking to workers. 3. Each student will select one career in a given range of careers and develop a speech which will explain to the class the various aspects of that career.	Vital Information for Education and Work Program Occupational Exploration Kit by Science Research Associates (App. E) *Occupational Outlook Handbook*, U.S. Department of Labor, Washington, D.C.

*This activity may be narrowed by having the student make a speech dealing with a career which draws heavily from the content of the course.

LEVEL: 6-8 SUBJECT AREA: Music CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify ways music may be used to make occupations more enjoyable.	1. Each student will interview a minimum of three workers in the community and identify ways in which music might be used in their jobs or ways in which it might effect the work process in these specific occupations. 2. A class composite chart will be used to tabulate the results of the survey.	Songbooks: *Music in Our Town*, by Silver Burdett *Music Around the Clock*, by Follett Pamphlet: "Careers and Opportunities in Music," Alan Rick Films: "Music and Emotion" "Music as Sound," A-V Center, Indiana University
Students will investigate various careers related to music.	1. The class will divide into 15 groups. Each group will take one of the 15 occupational clusters and identify jobs that fit within that area. 2. Jobs related to music will be described and researched in reference to education and/or training required. 3. Students will interview in person or by telephone as many of these workers as possible. 4. Students will relate in a priority ranking system their interests in specific jobs identified.	USOE Occupational Cluster Classification (App. A) Film: "Music: Career or Hobby," Coronet Films (App. F) *Your Future in Music*, by Robert Curtis *Careers in Music*, by John Ward *Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C. – Job Briefs: Composers DOT 152.088 – Instrumental Music Teachers Dot 152.028 Pamphlets: "Music Is Your Business," American Federation of Musicians (free) "Opportunities in Music Careers'" Vocational Guidance Materials

LEVEL: 6-8 SUBJECT AREA: Art CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate reasons for the use of color in art and list the effects of color in various work settings. Students will be able to state the reasons for various choices of colors used in different occupations.	1. Discuss practical applications of studying color: a. choosing clothes b. matching accessories c. buying a car d. painting a house. 2. List occupations which require the use of color: a. painting (artist, house, etc.) b. florist (flower arrangements, etc.) c. gift wrapping (bows and paper) d. advertising (attention, description). 3. Discuss the effects of colors in work settings: a. moods (calm, quiet, pleasant, exciting, happy) b. temperature (cool, warm) c. sanitation (doctor's offices, hospitals) d. attention (direction signs, warning signs, information) e. safety (bright, easily noticed colors).	Architect Interior decorator Advertising agent Film: "Color Keying in Art and Living," A-V Center, Indiana University

LEVEL: 6-8 SUBJECT AREA: Art CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify the characteristics of a reliable and an unreliable worker.	1. Students discuss ways of keeping a job and the ways in which one might lose a job. 2. Reviewing good and bad work habits, each student will draw cartoons portraying these characteristics and habits.	*Succeeding in the World of Work*, Grady Kimbrell, McKnight and McKnight. Filmstrip: "Attitudes: Trouble at Work" (2 Parts) by Guidance Associates (App. F) Human Relations Kit, McGraw-Hill (App. E) World of Work Cassette Tape Series No. 1, Educational Resources Inc., New York (App. E) "Work and Be Happy," Joe Kennedy Cartoon Posters on Attitudes (App. E)
Students will discover some of the ways man has attempted to communicate information, instructions, and emotions through non-verbal symbolism.	1. Read *Art & Man* series on signs and symbols. 2. The class will discuss various types of applications of content. 3. Limiting communication to signs and symbols (no word or letter symbols), the class will design a trestle board and use it to communicate with each other.	Film: *Art and Man* Series, A-V Center, Indiana University (App. F) Wood material for construction
Pupils will discuss art and lettering, listing jobs relating to lettering.	1. Discuss the importance of art and lettering: a. lettering for signs to sell personal items b. lettering as a professional sign painter c. lettering for school posters and signs d. the use of paints in lettering for clear and easy reading. 2. Discuss the types of pen tips which are used for various types of lettering.	*Art as a Career*, B.T. Batsford, Inc., London, England, 1962 *Careers in Art*, Industrial Design Society of America, Guide to Art Studies *Art in Everyday Life*, Goldstein and Goldstein, Macmillan Co.

LEVEL: 6-8 SUBJECT AREA: Art CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	3. Discuss and list jobs which involve lettering.	
Each student will investigate a career and present that career in the art form of a collage.	1. View filmstrips on making a collage and discuss the use and value of the collage as an art form. 2. Discuss how to make a collage that will communicate information concerning a particular occupation. 3. From newspapers and magazines, gather pictures relating to different occupations. 4. Make a bulletin board of these pictures and label what each one represents. 5. Ask students to investigate one occupation and develop a collage about that area of interest. 6. Incorporate job qualifications into the collage.	Filmstrip: "How to Make a Collage" Sample Bulletin Boards (App. C)
Students will recognize ceramics as an art form and as a part of history. Students will investigate the use of ceramics in industry and list related jobs. Students will become familiar with the tools and equipment used in ceramic design.	1. Study vocabulary words in ceramics. 2. Write letters requesting information on the use of ceramics in industry. 3. View films on the various techniques of working with clay. 4. Study the history of ceramics and art in other countries (e.g. the ceramic art of the Latin American Indian). 5. Identify items made of ceramics today and bring some to class for display.	Pamphlet: "Opportunities in Ceramic Engineering," Samuel R. Scholes, Vocational Guidance Manuals, 1968 Film: "Clay Pottery," A-V Center, Indiana University

LEVEL: 6-8 SUBJECT AREA: Art CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	6. Use the potter's wheel, glaze, and kiln.	

LEVEL: 6-8 SUBJECT AREA: Industrial Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate the use of basic hand tools and demonstrate proper handling of them. Students will identify the basic parts of an engine and verbalize their knowledge of the function of these parts and the operation of the engine.	1. Refer to library books for information on engines. 2. Visit a hobby shop to look for engines; buy two plastic engines to study. 3. Dismantle a lawnmower engine, clean it, and re-assemble it.	*Job Experience Kit*, Science Research Associates (App. E) Film: "A-B-C of Hand Tools," Parts 1 and 2, General Motors, a Walt Disney Production (App. F)
Drawing from Industrial Arts skills, students will list responsibilities and qualifications of various careers.	1. Students will investigate occupations in the Industrial Arts field by referring to occupational information and by talking to people already established in these occupational areas. 2. Community workers sign in each day to play "What's My Line?" Four different students are panelists each day. The panelists ask questions about the contestant's occupation, in an attempt to guess what it is. (The classroom audience is not aware of the contestant's occupation so they will have to think along with the panelists.)	Printer Electrician Draftsman Architect Welder Brick layer Carpenter Typesetter

LEVEL: 6-8 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify career opportunities in the field of economics.	1. Divide the class into five listening groups and assign the following questions: a. What careers are related to food? b. What careers are related to clothing and textiles? c. What careers work with the public? d. What careers relate to child care? e. What careers relate to other careers? 2. Show the filmstrip "A New Look at Home Economics Careers." 3. Conduct a class discussion on the answers found by each listening group.	Filmstrip: "A New Look at Home Economics Careers," Guidance Associates, 1965 (App. F)
Students will be able to list reasonable employer expectations in return for the pay given workers. The student will be able to list ten jobs which require good grooming.	1. Assign reading in the following areas: a. good grooming when looking for a job b. the responsibility of an individual to his employer c. spending and saving money in an earning position. 2. Have recent graduates return to the classroom and share their individual job adjustment problems and experiences with the class. The class can suggest solutions to these adjustment problems.	Film: Good Grooming Series, A-V Center, Indiana University (App. F)
Students will be able to identify job opportunities related to home economics in their community.	1. Students will list 10 home economics related job opportunities in the community and classify them in one of three areas: a. no training or experience needed b. employer will train c. educational training required.	Posters on job opportunities relating to subject matter, J. Weston Walch, Publishers, Portland, Maine (App. E) Interview report form for job survey (App. G)

LEVEL: 6-8 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	2. Visit job sites to check training classifications, salary, benefits, etc.	
The student will be able to list three responsibilities of a child care aide (baby sitter).	1. Students will discuss personal experiences with small children.	Filmstrip: "The Job-The Kids," Guidance Associates (App. F)
The student will know two or more talents needed by a child care aide (baby sitter).	2. Students will observe small children in groups and in a one-to-one relationship with a child care aide.	Pamphlet: "To a Babysitter," by Vocational Guidance Manuals
	3. Students will listen to an experienced child care aide.	
	4. Students will practice skills enumerated by instructor, experienced aide, and themselves (e.g. telling stories, feeding, changing, etc.).	
	5. Students will report positive and negative aspects of their personal job experiences.	
	6. Students will interview parents to determine desirable characteristics in babysitters.	
The student will be able to list some jobs which require special types of clothing.	1. Students will suggest jobs which require special clothing. The teacher or a class member will list these on the board.	Occupational Outlook Handbook, U.S. Department of Labor, 1972
The student will be able to name jobs which require different lengths of training time.	2. Each student will pick two jobs from the list and research the basic "facts in a nutshell" about the job (special duties and talents required).	
The student will demonstrate skills needed in making special types of clothing.	3. Students will be given cloth material and asked to make clothing items which typically identify each occupation (e.g. baker's hat, shop apron, tool belt).	

LEVEL: 6-8 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	4. Students will ask three neighbors what their jobs are and what training was required for their first jobs in these fields. 5. All of the careers which combine to make a pattern will be discussed. The students will simulate the manufacturing of a pattern.	
The student will recognize the fact that cake decorating can be a full time job providing a livable income.	1. Conduct a class discussion centering on baking, with the focus on cake decorating. 2. Bring in a cake decorator for a demonstration.	Films: "Cooks, Chefs, and Related Occupations," Sterling Educational Films (App. F) "Jobs in the Baking Industry," Sterling Educational Films (App. F) Resource person (cake decorator)
Students will be able to identify jobs in the textile industry.	1. Discuss the manufacturing of material and the many different types of jobs necessary to manufacture one yard of fabric. 2. Point out the roles of the cotton farmer, sheep rancher, etc. 3. View a movie on the textile industry. 4. After watching the movie, discuss the jobs shown that were for men only for women only or for either. 5. Have students create swatch books of textiles, one according to the feel of fabrics and one according to appearance. Discuss why they chose the fabrics they did.	Field trip Resource people (interior decorator, department store manager, buyer for clothing department) Films: "The Loom," Arthur Barr Productions "Cotton, from Fiber to Fabric," McGraw-Hill "Cloth: Fiber to Fabric," Encyclopaedia Britannica Educational Corporation (App. F)

LEVEL: 6-8 SUBJECT AREA: Physical Education CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will recognize that career fields and physical condition are interrelated.	1. The class will interview industrial nurses and medical personnel. The aim of the interview is to find out what physical requirements are placed on jobs and industrial job classifications. 2. The class will develop a list of jobs which require yearly or periodic physical examinations.	Resource people (personnel managers, industrial nurse) Interview guide (App. G)
Students will identify the variety of present and future career opportunities in the fields of physical education and health that have specific physical requirements.	1. Investigate physical skills needed in the following careers: a. recreation director b. physical therapist c. physical education teacher & coach d. entertainment e. iron workers f. professional athletes g. sales & service of athletic equipment h. health club director i. officials. 2. Develop posters illustrating these and relating one specific skill to several careers. 3. List five careers in which there are specific physical requirements. Give examples of these careers and their requirements.	Vital Information for Education and Work Employment Security Division *Occupational Outlook Handbook*, U.S. Department of Labor, Washington, D.C.

LEVEL: 6-8 **SUBJECT AREA:** Foreign Language **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Foreign language students will be able to pronounce and understand the meaning of words and phrases used in specific careers.	1. Students will study menus, travel brochures, selected programs on TV, movies and advertisements, and list foreign language words used in these materials. 2. Students will share their findings with the class, and chart all the words and meanings for the bulletin board.	Speakers: travel agent airline steward waiter designers (Speakers may be interviewed via the Bell Telephone Conference System.) Bulletin Board

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to reach a group consensus.	1. Students are given a list of 35 people which contains information on sex, age, religion and race of individuals. Some examples of these are: a. a policeman b. a young college liberal c. a third-year white medical student d. a black practicing physician e. a Hindu priest f. a woman lawyer g. a female botanist h. a 60-year old hunter. 2. Committees of students select 10 of the 35 people they would like to take with them to a deserted island. 3. Two weeks later, the committee narrows the selection to eight people. 4. The committees share their findings with the entire group. 5. Using the Occupational Prestige List, the group will reach a rank order consensus.	Occupational Prestige Ranking Consensus (App. A) Pamphlet: "Social Science Laboratory Units," Science Research Associates

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will become familiar with tax forms and with methods by which the government gets money to operate.	1. After reading the appropriate material in the text, students will be given hypothetical income data and will complete a tax form.	Tax consultant Tax forms (short form)
The student will be able to list and describe five occupations in the public service occupations cluster which are financed by public monies, and relate the ways in which they are of service to the community.	2. A tax consultant may help the students by answering questions and pointing out common mistakes.	Workbook: "In My Community" Job Experience Kit, Science Research Associates (simulation)
The student will list and describe deductions commonly made in a paycheck.	3. The class may discuss topics such as: a. people who pay the highest taxes b. different types of taxes c. jobs in the public services occupational cluster financed by taxes.	Films: "Thin Blue Line" and "The Law Enforcement Officers" by Modern Talking Pictures Service *Careers in Social Service* by Kathlyn Gay
	4. Compile a class list of public service occupations found in the community.	Suggested review survey (Quiz – T132), Mississippi Guide
	5. A group will work on gross pay checks and list various deductions and net income. Hypothetical sample paychecks will be given to each student for completion.	Pamphlet: "Understanding Taxes" Internal Revenue Office
Students will be able to describe mass production and give examples.	1. Observe assembly line production during a field trip.	Items to be mass produced Panel of local business and labor representatives
Students will be able to plan an assembly line activity.	2. The class will evaluate communication problems and arithmatical problems encountered in the setting of an assembly line.	Film: "The Industrial Worker," Encyclopaedia Britannica (App. F)
Students will be able to list some good points and weak points about products which are mass produced.	3. The group will discuss and decide on a product to be produced in the school setting in two manners: a. Each class member will produce all parts and assemble the item. b. The product will be produced in an	Pamphlet: "Can I Make the Production Team?," General Motors Corporation

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	assembly line manner. 4. A comparison of the individually-produced and assembly line produced products will be made.	

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list abuses of child labor. Students will be able to list uses of child labor in the present and past. Students will be able to identify some advantages and disadvantages of the use of child labor for the individual child.	1. The student will read material on the history and use of child labor. 2. The student will take part in discussions about the history and present child labor situation using personal experiences as examples of today the present. 3. Department of Labor field people will talk to the students about present and past uses of child labor. 4. The students will complete social security applications and study the procedure and purpose of student work permits.	U.S. Department of Labor child labor law pamphlets Forms used in the employment process of unions today Film: "The Rise of Labor," Encyclopaedia Britannica Educational Corporation (App. F)
The student will be able to list jobs and reward systems in African villages.	Following research and discussion on African social systems, the class may pursue the following activities: 1. Students will construct African villages, huts, etc. 2. Students will design tribal masks and clothing. 3. Students will make African jewelry. 4. Students will prepare foods and set up an African food production system. 5. Students will prepare a bulletin board about activities related to African music. 6. Students will relate how the products of these previous activities are used in that culture (reward systems, etc.).	African foreign exchange student African Embassies Library books Art books Films: "Work Around the World," Coronet Films "African Rhythms," Associated Films (App. F)

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify some inventors and point to demands of society that created a need for their inventions.	1. Read about and observe pictures of inventions and inventors that relate to a specific period in history.	Film: "Here Is Tomorrow," Northwestern Bell Telephone Co., (free) (App. F)
Students will be able to list some personal characteristics of persons who invent things.	2. Discuss inventions and inventors of that period and relate to the events of that era.	Booklets: "Understanding Our Economy" No. 5-834 "Exploring the World of Jobs" No. 5-1082 by Science Research Associates
	3. Students will identify their personal interests and compare them with those of one of the inventors from that period, noting similarities and differences.	
	4. Each student will write a description of an imagined invention they will develop in their interest area.	
The student will be able to list problems caused by unemployment in cities.	1. Students will collect magazine and newspaper articles on social misconduct, analyzing the article for the basic cause of that misconduct.	Current newspaper articles U.S. Government Printing Office catalogue
The student will be able to list some options for the person who loses a job.	2. The class will discuss their personal opinions of the problems of unemployment.	Indiana Employment Security Division
	3. The class will research unemployment data from state and federal sources (State Employment Office, U.S. Regional Office of Labor, etc.).	*Occupational Outlook Handbook*, U.S. Department of Labor, Washington, D.C.
The student will be able to describe various jobs involved in the democratic process.	1. In lectures and through movies and research a general study will deal with the U.S. political system.	Local and available political candidates Ballots
The student will be able to list his rights and responsibilities as a voting citizen.	2. A school-wide organizational committee of	Voting machine

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	students will be formed to plan and implement a mock election.	Registration form Speakers from precinct committees Posters, banners, etc. Films: "Political Parties" "Politics and Elections", A-V Center, Indiana University (App. F)
The student will correlate wise use of leisure time with work satisfaction and productive output. The student will be able to describe decision-making strategies for planning vacations.	1. Divide the class into groups. Each group will plan an imaginary vacation. Each group will research the place they want to visit. They will plan exact details, expenses, method of travel, overnight stops, things to do and see at each stop, etc. 2. The class will discuss planning methods and trip outlines. Have the class vote to rank the plans.	Speakers Library Telephone for interviewing people Travel Agency American Automobile Association
The student will be able to list conditions which led to the need for the formation of labor unions. The students will be able to list positive gains made by labor unions. *This unit should be followed by a similar one discussing non-union and management accomplishments.	1. Read materials related to the rise of the labor unions. Compare conditions of the early 1900's with those today to note similarities and differences. 2. Research labor union material in the media center. 3. Discuss only the positive aspects of the union involvement. 4. Bring available union representatives to talk to the class.	*Work in America*, U.S. Government Printing Office *The Jungle*, U. Sinclair *The Greening of America*, C. Reich Filmstrip: "Labor Union," Eye Gate House Series (7-5F) (App. F) Film: "The Rise of Labor," Encyclopaedia Britannica Educational Corporation (App. F)

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER. Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list jobs that were available in colonial America.	1. Read *Johnny Tremain*, the story of a teenage silversmith apprentice in Boston during the Revolutionary War period. 2. Students will discuss life style and work in colonial times. 3. Have students make items in the manner and form they were made in colonial times (shoe buckles, three-cornered hats, signs, murals, flags, food items, etc.).	*Johnny Tremain*, by E. Forbes Resource people (art teacher, industrial arts teacher)
Students will identify raw material available in a given geographic location that directly affect the jobs of the society at that location and during that period.	1. A list of jobs in various periods and societies will be developed. From these, students will identify raw material available in these times and settings (early Egypt, early America, 18th Century America, etc.). 2. Once this matching has been completed, students will divide into small groups to discuss the following: a. Personal qualifications b. Amount of education c. Related jobs d. Place of employment e. Opportunities for women.	*Ancient Egypt*, by L. Casson

LEVEL: 6-8 SUBJECT AREA: Health CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify governmental occupations which deal with matters of personal health. Students will be able to relate the effects of certain careers on the health of society and their importance to the Public Service Occupations cluster.	1. Make a survey of the community to identify governmental occupations that are health-related. 2. Interview a sample of governmental workers, discussing what would happen if these jobs were not operational. 3. Make a chart showing advantages and disadvantages (e.g. preparation expense, longer work hours, prestige, pay scale, benefits, etc.). 4. Collect pictures of workers, the work they do, and newspaper clippings related to their field. Make posters using these pictures to relate the effects these careers have on the health of society.	Survey sheet (App. G) Interview guide (App. G) Resource people: state police sanitation worker public health nurse environmental agency food inspectors water department building inspectors Food & Drug Administration alcohol & narcotics agents first aid specialists Films: "Is a Career in Health Service for You?," Aims Instructional Media "Cap" "A Matter of Life" "Student Nurse" International Film Bureau (App. F) Pamphlets: "Nurse in Training" "Nat Dunlap, Junior Medic" "Nancy Kimball, Nurses Aide" by Vocational Guidance Manuals

LEVEL: 6-8 **SUBJECT AREA: Health** **CONCEPT CLUSTER: Society**

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify different types of jobs in the Service Occupations Cluster that are related to health.	1. Fake an accident using "student actors." Take pictures of this and discuss how it could have been prevented. 2. Simulate an accident and take a picture of the injured victim. Discuss jobs of the people involved in the care of the injured. 3. Invite members from the Fire Department Rescue Unit division to demonstrate the importance of their service to the community. 4. Students may play a game in which teams of students name job areas involved in handling a particular emergency. For instance, a three-year boy has swallowed some lye. The telephone operator, doctor, nurse, etc. would be involved in handling the emergency. The team which names the most jobs is the winner.	Resource people Local Rescue Unit Films: "The Return," Vocational Rehabilitation Administration "Night Call," Teaching Film Custodians (App.F) *Dictionary Occupational Titles*, Department of Labor, Washington, D.C.

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will experience making decisions and identify endings for open-ended situations.	Divide the students into small groups. Each group will be given a card with a "what would you do if" situation printed on it. The card will explain the situation up to a certain point and the students will make a decision on the problem, then make up an ending. Each group will role-play the final situation in front of the class and explain why they decided to end it as they did. Each group will also discuss how their decisions would affect the future of each character in the group.	Discovering Yourself, by Marjorie Cosgrove Pamphlet: "Coping With" Series, American Guidance Service.
Students will make decisions, evaluate their decisions and make judgments as to why a decision was made.	1. Have each student select a number. He will be that number. List the ways he might be used during a day. 2. Have each student state a wage they would like to receive at their age. List what they would do with their money. Decide if this is a reasonable wage.	Discovering Yourself, by Marjorie Cosgrove
The student will draw up a tentative plan for his high school program. He will identify his personal interests and personal goals and be able to relate his tentative high school program to his uniqueness.	1. The student will complete a self-appraisal inventory, the "Goal Selecting Methods" form, or any other device useful in defining his areas of interests. 2. Invite a counselor to come to the class to explain high school programs offered and terms such as semesters, units, majors, minors, electives, and qualifications for graduation. 3. Using an appropriate form, have the student complete a tentative program of classes for high school. 4. The students will take their forms home to the parents for their opinion and discussion.	*My Educational Plans* by Harold Munson "Goal Selecting Methods" (App. A) Counselor Filmstrip: "Roles and Goals," Argus Communications Four year tentative schedule form

LEVEL: 6-8 SUBJECT AREA: Guidance CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will identify reasons why formal education is of value. The student will be able to discuss jobs with differing training requirements.	1. As a class activity, have students compile different reasons why they think a formal education is important. These should be organized into a checklist, and each student will complete it, evaluating his own attitude in comparison to those of the group. 2. The class will develop a bulletin board depicting the importance of education. (Cartoon characters may be used to build bulletin board displays.) 3. The class will be divided into groups, and each group will discuss and list reasons for staying in school.	Resource person (counselor) Employment Security Division

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will consider the concept that people with differing attitudes may contribute equally to society.	1. Students will read stories that illustrate differing attitudes toward hunting.	*The Admirable Crichton*, by Barrie
	2. Discuss the stories and group characters with similar attitudes. Note that certain attitudes seem to fit certain characters for their jobs. These may be listed on the board as a group activity.	
	3. Students will discuss or read the stories to their parents. They will try to determine whether or not some jobs require certain attitudes.	
	4. Students will discuss the phrase, "point of view." Have all students make a statement about some condition such as "red is a pretty color." Have them read their statements aloud and compare with the rest of the class. Discuss point of view.	
The student will list 10 personal characteristics necessary for success in many jobs. The student will become familiar with questions employers commonly ask during an interview.	1. Given the title, "If I Were an Employer," the student will pretend that he is the manager of a business and write a list of 10 characteristics he would want his employees to have.	World of Work, Tape Series No. 3: "Cross Vocational Skills and Information Series," Educational Resources, Inc. Local personnel managers
	2. Divide students into groups for the purpose of comparing lists and finding characteristics common to all situations.	"Preparing for Interviews" (Teacher Transparency Workbook), Visual Materials, Inc.
	3. Have the student make a self-evaluation on the basis of the completed list and propose a program for self-improvement.	
	4. Based on the listed characteristics, the student will write 10 questions that he thinks might be used in interviewing a person for a job.	

LEVEL: 6-8 SUBJECT AREA: Language Arts CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	5. Have the student take his list to an employer for evaluation of the validity of the questions.	
	6. The class may complete the project by comparing its successes in writing good questions.	
The student will discover what local job opportunities are available to him on a part-time basis.	1. A questionnaire may be used to determine the type of work a student may enjoy.	Interview report form for job survey (App. G)
	2. Lead a discussion on ways of finding out about job opportunities. Have students bring in, use, or explore as many as can be found.	Local Employment Security Division personnel "How to Get a Job," (Teacher Transparency Workbook), Visual Materials, Inc.
	3. Students will conduct a part-time job survey using the job interview survey form in the curriculum guide.	
	4. Have a class discussion on opportunities open to the students at this point.	
The student will recognize that job opportunities for those who drop out of school are different than for those who finish school.	1. After viewing movies about dropouts, the students will discuss their attitudes and plans concerning finishing school.	Films: "The Trouble With Words" "When I'm Old Enough: Goodbye" "I Never Went Back" Rochemont Association. (App. F)
	2. The students will interview local businesses to determine how employers feel about hiring dropouts.	Career-Life game (App. H)
	3. The students will list on the board all the career opportunities they can think of that are available locally to dropouts.	Pamphlets: "High School Drop-out" "Green Light for Sandy" Vocational Guidance Manuals

LEVEL: 6-8

SUBJECT AREA: Language Arts

CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to recognize various aspects of the "features" section of a newspaper. The student will experience the difficulties and rewards in giving advice to others who are having problems. The student will be able to recognize and use advertising techniques. Students will plan, organize and participate in a simulated television commercial. The student will identify and evaluate his personal characteristics when speaking publically.	Each student will be given a published question which has been taken from an advisory column. Each question will be used three times. When all students have finished composing their letters, each question will be discussed and the three answers written for that question will be compared. 1. Students will form small groups of 3-5 people. Each group will choose a television commercial and will act it out in two ways: a. As close in style to the T.V. commercial as possible. b. Use the same product but compose a new commercial. Encourage groups to have samples of products and use any appropriate props or costumes. Commercials will be presented both ways to the class. 2. Video tape the commercials. Play back the tapes. Allot each student a sum of money with which to buy the product they like. Determine the best salesman.	Personal question-answer samples from publications: Dear Abby, Ann Landers, *Scope*, etc. Counselor Video tape equipment Play money Resource people (sales representatives, distributive education coordinators)

LEVEL: 6-8 SUBJECT AREA: Math CONCEPT CLUSTER: Developmental Process

LEARNING OB[illegible]IVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will develop experimental evaluations, logical evaluations and judgments by making decisions as to what they would do or what others should do in a variety of situations.	1. Ask students to explain what happens in a specific arithmetic process and why the answer is correct or incorrect. 2. Have students write story problems in which they decide what information is being sought.	Math text Film: "Reading in Math and Science Areas," A-V Center, Indiana University (App. F)
The student will experience making decisions and considering results on problems of applying a metric measurement to an industry now using the present system of measurement.	1. The student will complete a handout which will define for him problems in the transitional process. With the information given for the problem, the student will answer questions about what he would do if he were making the change from the present system of measurement to the metric system. 2. The student will write a paragraph about what he thinks the future would be for a business changing measurement systems – what the business would like or dislike about the change. These may be discussed in class.	Scholastic teaching unit Resource people (industrial representative, car dealer, service manager)

LEVEL: 6-8 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will become familiar with jobs in the transportation industry. The student will be able to state how the transportation of goods and people serves society. The student will discover the ways in which existing transportation systems evolved.	1. Invite several persons from the industry to present information about jobs and services in the industry (school transportation person, transit representative, trucker, Greyhound person, etc.). 2. Use available chapters in text books and printed material. 3. Prepare a class outline of levels of jobs in the transportation cluster (level here means types of pre-training before employment). 4. The class will plan and make a transportation timeline display to be used in the hall area. 5. The timeline will be projected 10 years beyond the present. 6. Play a transportation game. Students in the classroom may be divided into two groups or several teams of students may be designated. A situation will be given in which products are transported from one place to another. Each team lists jobs which would be involved in getting the products to their designated nation. The team naming the most jobs wins.	Resource persons (school transportation person, transit representative, trucker, Greyhound person, etc.) Film: "The Transportation Revolution," Learning Corporation of America (App. F)

LEVEL: 6-8 SUBJECT AREA: Science CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify life-styles appropriate to individuals and make a decision concerning plans where people will live and work.	1. Each student will describe in writing a life-style of their liking. 2. Using this information, students will consider different climates, soil, and water conditions in the world, make a decision as to where they might choose to work and live, and justify the reasoning for the decision.	Resource people: (travel agency, Department of Interior)

LEVEL: 6-8 SUBJECT AREA: Health CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Using a personal problem, students will demonstrate their ability to use problem-solving methods.	1. Methods to use in solving problems are discussed by the class members. 2. A form (chart) divided into fourteen blocks, one for each day for two weeks, is given to each student. 3. Each student chooses a simple personal problem, designs a plan of action, and using one block for each day, keeps a diary of what he did to solve the problem. 4. After 14 days, students state the status of their problems and list ways in which they could have approached the problems to solve them other than the manner which they did.	Develop form as described in learning activity

LEVEL: 6-8 SUBJECT AREA: Health CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to relate their interests, aptitudes, and achievements to their possible future career choice. Students will identify individual differences that relate to various career choices.	1. Introduce Charlie Brown cartoon flash cards. Follow with a discussion on individual differences in human development. 2. To help understand variations in human development, have class members make a growth chart showing the rank order of birth, weights and heights in relation to todays rank order of weights and heights. 3. To illustrate the direct relationship between physical development and skill development, have class engage in a number of skill games (e.g. jack stones, ball bouncing, jumping rope, running race, marbles, hop scotch, jumping jacks, hula hoop). 4. Have a medical person from the community come in and discuss with the class, human development and individual differences.	Growth chart (App. G) Charlie Brown flash cards (App. E) Resource person (medical person)

(9-10) INVESTIGATE

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENTAL PROCESS

Career cluster investigation prepares students to identify interests, assess potential and to make informed decisions regarding their immediate goals.

LEVEL: 9-10 SUBJECT AREA: Guidance CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify appropriate worker model roles that facilitate on-the-job adjustment.	1. The class will hear a presentation by a community person on appropriate work-traits that make him effective on the job. 2. Assign each student the task of researching appropriate work-traits on a job of their choice. These traits will include dress, attitudes, communications, interpersonal relations, etc. 3. Initiate a poster contest depicting appropriate worker model roles. 4. Use films and filmstrips to emphasize appropriate worker attitudes. 5. From a series of case studies about working conditions as they effect individuals with different characteristics, have the students identify patterns of coping behavior and discuss their implications for them under similar circumstances.	Filmstrip: "Job Attitudes" Guidance Associates Series (App. F) World of Work Cassette Tape Series No. 1, Educational Resources, Inc. (App. E)

LEVEL: 9-10 SUBJECT AREA: Art CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will observe and discuss the characteristic lifestyles of individuals in fine arts occupations.	1. Compile a list of fine art occupations. 2. Discuss the various life-styles of individuals in each of these career areas. Include the type of personality and training needed, abilities required, dedication to work, financial rewards and frustrations, affect on society, etc. 3. Invite resource people into the classroom to discuss their work and life style. 4. Compare class findings to those discussed by the actual resource persons.	Resource People (artists, potters, painters, sculpturers, musicians, costume designers) Art institute Filmstrips: "People Who Work in Art," Guidance Associates "Keys Series," Science Research Associates (App. F) Taped Interviews: "Career Development Laboratory Series" (App. E)

LEVEL: 9 SUBJECT AREA: English CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss various factors in an individual's life that influence the choice of a career.	1. From the study of biographies, students will discuss and compare those factors in each person's life that caused certain decisions to be made in regard to careers or a change in careers. 2. Discussions can be narrowed to the student's own ambition, abilities, etc., factors which might influence his career choice. 3. Use resource individuals representing different careers to discuss what influenced them to make certain life decisions.	Biographies from Library Resource individuals in different careers Pamphlet: "Deciding" by the College Entrance Examination Board Filmstrip: "Choosing Your Career," Guidance Associates (App. F) Simulation Games: Careers, Game of Life, Life Careers Game (App. H)
Students will be able to list those aspects of employment that he considers most important.	1. Have students to meet in small groups and discuss aspects of employment that they consider essential: a. money b. freedom c. prestige d. training e. structure. 2. Have students interview a parent or friend and report on the likes and dislikes of these jobs.	Resource People (parents, counselor, employed high school student, director of local, Youth Employment Service, Employment Security Division, personnel managers) Filmstrips: "Why Work at All?" Guidance Associates "The Adolescent Experience Series," Guidance Associates "Your Personality: The You Others Know," Guidance Associates (App. F) Books: *Values Clarification*, Hart Publishing Co. *Deciding*, College Entrance Examination Board *Search for Values*, Pflaum/Standard Co.

LEVEL: 9 SUBJECT AREA: Vocational Agriculture CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify either orally or in writing those individual characteristics displayed by those in the agri-business area.	Through a study of careers in agri-business, students will discuss those personal characteristics best suited for selected careers in this cluster. Students will view their own personal characteristics and interests through individual study and inventory. Students will compare their own personal qualities to those needed in an area of their interest.	Resource people in the community involved in agri-business Filmstrips: "Who Are You?" "What Do You Like to Do?" (App. F) 16mm films: "Ag. More Than Farming" "The Most Important Business" "The Challenge Leadership" (App. F) Bulletin board display of agri-business careers Interest inventory (App. J)

LEVEL: 9-10 SUBJECT AREA: Guidance CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The students will develop a resource center which will contain information on a wide variety of careers, training centers, career requirements, areas of employment and other related information.	1. Students under the direction of the guidance personnel will gather materials and all related information on careers by writing letters for literature pertaining to a specific career to be included in a resource center for student information. 2. Students will catalog information for individual student use as well as classroom resource material.	Selected space for student use that will be conducive to individual concentration Free material catalog supplied by guidance office Materials available to prepare letters requesting career information (typewriter, envelopes, paper, stamps) School librarian

LEVEL: 9 SUBJECT AREA: Math CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will demonstrate their knowledge of slide rule functions and will be able to discuss the many uses of slide rules in various careers.	1. Introduce students to slide rule.	Inexpensive slide rules for each student
	2. Students will practice slide rule functions.	Photos of slide rule use in various careers
	3. Develop activities related to careers in the use of the slide rule.	Resource people that require the use of the slide rule
Students will be able to cite the uses of math in a variety of job situations.	1. Career posters relating to the use of math in job situations should be displayed.	"Magical World of Math," Walt Disney, A-V Center, Indiana University (App. F)
	2. The class will prepare a bulletin board display showing opportunities in mathematically connected jobs.	Resource People (engineer, astronomer, geologist, meteorologist, local banker)
	3. Students will study the use of math principles by role-playing several job situations. For example, students may actually perform the different tasks involved in banking (calculate percents, checking and savings accounts, saving deposits, cashiers, etc.).	

LEVEL: 9-10 SUBJECT AREA: Business Math CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list local employers' views on absenteeism.	1. The class will role-play employer-employee situations dealing with excessive absences. 2. Have students visit business personnel offices or have personnel directors speak in the classroom. 3. Conduct a class discussion on ways to improve school attendance. 4. Study employer policies concerning absenteeism.	Resource People (personnel directors, school counselors, attendance officer) Local business policy manuals "Job Survival Skills," Singer Education Systems (App. E) World of Work Tape Series No. 1, Educational Resources, Inc. (App. E)

LEVEL: 9 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will identify the techniques of job interviewing. The student will be able to demonstrate the techniques involved in the interviewing process. The student will be able to assess his skill and that of others in the interviewing process.	1. Have students read about the job interviewing process. 2. Have a classroom discussion on the topic of interviewing (i.e., why, preparation, "do's and don'ts"). 3. Set up simulated job interviews (students interviewed by adults in the school) followed by student evaluation and discussion.	World of Work text Local company personnel directors Indiana State Employment Office counselors Private employment agency counselors Filmstrip: "Your Job Interview," Guidance Associates (App. F) World of Work Cassette Tape Series No. 2: "Getting A Job," Educational Resources Inc. (App. F)
The student will identify various aspects of one career cluster and describe how careers in that cluster are inter-related regarding requirements and entry levels.	1. Students will study the fifteen career clusters as suggested by the U.S. Office of Education through handouts and class discussion. 2. Each student will select one cluster and identify for research one particular career he is interested in. 3. Research on the selected career can be achieved through reading, interviewing of persons active in the job, films, class discussion, small group activity with groups having similar interests or through resource individuals brought into the class. (Research should include such information as requirements, personality needs for success, etc.) 4. Teams from the community representing the different entry levels in a cluster will discuss with interested students the overview of that general	USOE Occupational Clusters Resource People (particular entry level careers related to each cluster) Science Research Associates Career Information Kit (App. E) Chronicle Guidance Occupational Briefs (App. E) Filmstrips: "Keys," Science Research Associates "Your Personality – The You Others Know," Guidance Associates (App. F)

LEVEL: 9 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	cluster (e.g. in construction – mason, carpenter, architect, electrician).	

LEVEL: 9-10 SUBJECT AREA: Science CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to draw a weather map and make long-range predictions based upon local weather information. Students will be able to perform various duties related to meteorology.	1. Students will collect weather information – temperature, wind direction, barometric pressure, type of precipitation – for the local city and state for one particular day. 2. Students will role-play by preparing a weather report and presenting the local evening forecast.	Local newspaper U.S. Weather Bureau reports Local news media offices (newspaper, radio, TV)

LEVEL: 9 SUBJECT AREA: English CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will demonstrate library skills in researching career choices, and compile a bibliography for a term paper.	1. Interest groups, ranging from "unskilled" jobs to "professionals," will visit the library. Books, magazines, and filmstrips will be examined.	Card catalog Readers guide
Students will be able to communicate in writing a knowledge of a particular job.	2. A bibliography should be compiled including each area.	Filmstrip lists School librarian
Students will be able to discuss the advantages and disadvantages of a particular job.	3. Using information from the bibliography, students will write a term paper on their chosen careers.	
Students will be able to describe and demonstate due process of law.	1. Students will role-play the trial of Baumer vs Slade.	Resource People (lawyer, social studies teacher, speech and drama teacher)
	2. Students will make a recording or video-tape of the play and exchange it with other classes.	*Bargain*, by A.G. Guthrie, Jr.
	3. A lawyer should be brought in to make a presentation to the class, commenting on story-using law background, duties of the lawyer, police and legal secretaries.	Job Experience Kit "Lawyer Packet," Science Research Associates (App. E) Interview Tapes, Career Development Laboratory Series (App. E)
	4. The class should attend an actual trial.	Tape recorder or video-tape recorder
Students will outline work characteristics necessary for their possible career choice.	1. The class will develop taped interviews about job qualifications.	"Occupational Profiles," Johnson Publishing Co. (App. E)
	2. Students will develop slide presentations of actual work situations.	"Career Exploration Series," Acoustifone Corp. (App. F)
	3. Students may gather information about people in the field in which they are interested from books and magazines.	Cassette tapes Camera and film

LEVEL: 9 SUBJECT AREA: English CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	4. Students will identify the positive as well as the negative aspects of the job and write a series of paragraphs about why they are interested in the career they have chosen to research, what skills are necessary for the job and what rewards are associated with the occupation.	Resource people on the job
Students will be able to demonstrate an increased knowledge of the variety of work done at a television studio.	1. Students will watch a series of TV commercials in an attempt to study various techniques of persuasion.	Field trip to local TV studio TV commercials – live or video-taped
Students will display a knowledge of the skills required for various jobs in the broadcasting industry. Students will be able to describe orally or in written form the interdependency of jobs in the broadcasting industry.	2. As a culminating activity in a communications unit, students will write one-minute television commercials to be produced and directed by the class. Students will have the opportunity to function as directors, cameramen, floor managers, actors, etc.	School A-V person Local resource persons Advertisements
Students will be able to demonstrate the skills involved in selling a product or an idea by means of a letter.	1. Students will research the career area of sales through the use of library materials and interviews with salesmen/saleswomen.	Library career information Local salesmen
	2. Following the reading of a novel, students write a letter using salesmanship techniques to convince a person to buy the novel. They will tell about plot, theme, and main character.	Commercial artist Art teacher Secretary D.E. instructor or students Sample letters from business Taped interviews

LEVEL: 9-10 SUBJECT AREA: English CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Through the preparation of a newspaper or magazine of their own, students will demonstrate their knowledge of the jobs in the field of journalism and the necessary skills for employment in these jobs.	1. Students will review newspapers or magazines to study style, technique, etc. 2. Students will choose at least two newspapers or magazines to study for a period of two weeks. They will collect clippings and make a scrapbook with comments on editorials, editorial cartoons, national and international news coverage, local news, etc. 3. The class will take a field trip to local newspaper. 4. Students will function as reporters, searching out facts from their friends and acquaintances on coming events. 5. As a culminating activity students, either individually or in groups, will develop a magazine or a newspaper of their own.	Filmstrip: "People Who Influence Others," Guidance Associates (App. F) Sample sales letter (App. G) Newspapers Magazines Local resource persons School newspaper personnel Films: "The Finder: Behind the News, the Reporter," "Newspaper Story," A-V Center, Indiana University (App. F)

LEVEL: 9-10 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss various job opportunities relating to food services and child care.	1. Invite people to discuss job possibilities. Introduce job clusters for each occupational area. 2. Have students interview people who work with children, as well as those who work in food services, etc. 3. Have students prepare and serve dinner to other students and guests. 4. Prepare a bulletin board relating to child care occupations. 5. Explain to students how the content of Home Economics courses can help them perform the dual role of homemaker and wage earner. 6. Visit a local day care center. 7. Visit a hospital. 8. Visit the School Cafeteria or a local restaurant.	Filmstrips: "Careers in Home Economics," Guidance Associates "Jobs for You: It's Happening in Home Economics," Guidance Associates (App. F) Resource People (day care center worker, nutritional specialists, hospital worker)

LEVEL: 9 SUBJECT AREA: Industrial Arts/Drafting CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to describe orally or in writing some contributions that architecture has made to modern civilization. Students will be able to express in a manner of their choice the ways building materials have changed and cite some effects of these changes on construction.	1. The class will prepare working drawings for a residential home. 2. Students will study home design changes and the reasons for such changes and also discuss how the availability of electric power has changed home construction. 3. The class will investigate the effects of transportation on construction and investigate manufactured building materials and their availability (the latter could provide a study unit). 4. The class will take a field trip to a local building materials supplier and to a building site if one of a new design is under construction in the area.	Building contractors Librarian Social studies department Local architects Local urban development committee Appropriate city, state or federal offices

LEVEL: 9-10 **SUBJECT AREA:** Agriculture **CONCEPT CLUSTER:** Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify a variety of jobs related to livestock production and marketing. Students will be able to list those skills required in occupations related to livestock production and marketing.	1. Present to students audio-visual materials that relate to jobs involved with animal production. 2. Assign classroom readings and have a discussion on jobs available in the animal production area. 3. Through field trips, allow students to view workers in actual livestock production jobs.	Textbook Audio-visual materials Field trips (e.g. a local producers' livestock market or a local farm specializing in livestock production) Film: "Meat From Range to Market," A-V Center, Indiana University (App. F)

LEVEL: 9-10 SUBJECT AREA: Health CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss the many career opportunities in the health fields.	Students will listen to taped interviews and view filmstrips on workers in the health areas, take field trips (e.g. hospitals, mortuaries, health clinics), participate in class discussions and write research papers.	Resource people (local AMA group, visiting nurses association, county mental health association, school nurse) Film: "Is a Career in the Health Services for You?" Aims (App. F) "Job Experience Kit," Science Research Associates (App. E) "Taped Interviews," Career Development Laboratory Series (App. E)

LEVEL: 9-12 SUBJECT AREA: Foreign Language CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss the importance of knowledge of a foreign language in diplomatic and world governmental work as well as in international business.	1. Students will research requirements for employment for such jobs as customs agent, interpreter, secretary, tour guide, etc., and in such areas as foreign services, the import-export businesses, international banking, investment, etc. 2. Invite available community resource persons to the class to speak to students about their jobs and how a foreign language skill is used in those jobs. (Have students visit businesses that are unable to send a representative to the classroom.) 3. Have students role-play various employment situations (e.g. customs agent and traveler).	Reading materials Community resource persons (university professor, travel agent) Governmental agencies (foreign and domestic) Airlines U.S. companies with international offices (e.g. Standard Oil Co., Eli Lilly Co., Miles, Up-John) *Careers with Foreign Languages*, by Angelo Cohn

LEVEL: 9-10 SUBJECT AREA: Citizenship CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss various ways in which technology has affected careers and the worker.	1. Student committees will present information to fellow classmates utilizing group oral presentations, posters, outlines, and handouts. Topics should include the pollution problem, automation, development of a transportation system, child labor laws, the computer, the availability of electric power, the energy crisis and length of work week. 2. The class will survey the community to identify new jobs due to technology advancement. 3. Ask each student to choose a career that was in existence 25 years ago and today. Compare the job then and now. Consider hours, wages, benefits, equipment, physical facilities, etc.	Resource People (community workers, labor union representative, public service industries, government agencies, homemaker) *Yellow Pages of Learning Resources*, by Richard Wierman, M.I.T. Press

LEVEL: 9-10 SUBJECT AREA: Foreign Language CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to discuss the effect the industrialization of a country has on careers.	1. Discuss and list industries in Germany that export products to the United States.	Resource People (Volkswagen agency, German Embassy representative, German foreign exchange student)
The student will be able to cite examples of how foreign industrialization leads to interdependency of people & countries.	2. Students will research and discuss the many careers involved in these industries and how the careers lead to interdependency among the peoples.	Film: "Germany, People of the Industrial West," A-V Center, Indiana University (App. F)
	3. Discuss the relationship of these careers to similar careers in the United States.	
Students will be able to identify jobs in which the knowledge of French is necessary.	1. Using the USOE's clustering concept, students will develop a class chart listing jobs related to each cluster that requires a knowledge of French.	Clustering classification (App. A)
	2. Class members will tape interviews with workers in as many of these jobs as possible.	Interview questionnaire (App. G)
	3. Develop a bulletin board ("French in the World of Work").	

LEVEL: 9-10

SUBJECT AREA: Guidance

CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will investigate job interest areas through first-hand experience and observation.	1. Have students choose a career area that intrigues them and to research on 8-10 jobs that might interest them, giving priority to three that interest them most. 2. Arrange for students to visit these three jobs to gain accurate information. Following these visits, have students make decisions between equally desirable or equally undesirable alternatives and then examine the reasons behind their rank order choices and how they decided. 3. Using a first-hand job experience or a direct job observation, have students construct a "choice balance sheet." One side would list their own qualities, needs, skills, etc. as credits and the other side would list the demands of the job as debits. A discussion of job and/or student suitability should follow. 4. Arrange for students who are looking for part-time employment to investigate jobs that relate to their tentative career choice.	"Priority Setting" (App. G) "Choice Balance Sheet" (App. G)
Through an organized program, such as a career club, students will investigate career interests.	1. Using a student survey questionnaire, students will identify career interests and organize clubs. Examples of such career clubs include the following: a. Future Farmers of America b. Future Homemakers of America c. Distributive Education Clubs of America d. Vocational Industrial Clubs of America e. Office Education Association f. Future Secretaries Association	Sample interest checklist (App. G) Career Club information (App. D)

LEVEL: 9-10

SUBJECT AREA: Guidance

CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	g. Future Business Leaders of America h. Future Teachers of America i. Future Data Processors j. Junior Engineering Technical Society	
Students will be able to identify their specific interests and abilities as related to tentative career choices.	1. Arrange for any student who so desires to take a battery of tests for the purpose of self-assessment.	Tests (App. J)
	2. This will be followed by interpretation. (Testing and interpretation can be on an individual and/or group basis as the need is indicated.)	Community Resource Directory (App. A)
	3. Arrange for students to make several on-the-job visits to occupations of their choice to talk with workers about their specific interests and specific skills required by the job.	
	4. Students will develop a Community Resource Directory.	
	5. Students should test their identified interests and skills by one or more of the following methods: a. working part-time b. "shadowing" workers c. pursuing hobbies d. on-job visitations and observations e. simulated laboratory experiences	

LEVEL: 9-10 SUBJECT AREA: English CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to test some of their interests and abilities in a simulated job-like setting.	1. Students will arange the classroom into a realistic setting that will facilitate the transfer of the learning experience to a real work setting. 2. Organize the class into a typical administrative framework to handle problems and make decisions relevant to the classroom situation. 3. Students will individually contract with teachers for specific work out put, time specifications and grades to be received. 4. Students will be introduced to the common language of the world of work by developing an "occupation language syllabus."	World of Work Cassette Tape Series No. 1 and No. 2 (App. E) Filmstrips: "Preparing for the World of Work" "What You Should Know Before You Go to Work" Guidance Associates (App. F)

(11-12) EXPERIENCE

CAREER PREPARATION IS ACHIEVED THROUGH SUCCESSFUL EDUCATIONAL AND TRAINING EXPERIENCE

Sequential career education prepares students for entering either post-secondary education or useful and rewarding employment.

LEVEL: 11-12 SUBJECT AREA: Guidance CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
The student will be able to describe an occupation he is tentatively preparing for and his qualifications for that occupation.	1. Arrange for students to conduct a community survey of part-time job opportunities. 2. Have students write on the topic, "What do you expect to gain from work and what can society expect to gain from your work?" 3. Invite a group of employers to discuss with students what they expect of their employees. Students should be prepared to ask questions. 4. Have students write a job resume on a job of their choice. 5. Using the "brain-storming" technique, have students list all the ways they can think of to get a job.	Resource People (local personnel managers, Employment Security Division, Distributive Education Instructor) Tape: Educational Resources Division, Educational Design, Inc. (App. E) Job Resume Form (App. G) "Chronicle Guidance File" (App. E)

LEVEL: 11-12 SUBJECT AREA: Economics CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will observe and experience assembly line operation. Students will be able to discuss the importance of working with other people. Students will be able to determine how a piece worker is paid.	1. Discuss industry in general and the opportunities for employment in local industry. 2. Visit a local industry that has an assembly line operation. View and discuss functions of quality control, the assembly line, the type of work and how the worker is paid. 3. Set up a mock corporation in the classroom with an assembly line operation actually working over a period of time. 4. Incorporate areas of math (salary) and industrial arts (mass production).	Resource people from local industries Film: "Production Line Workers," Eyegate Series (App. F)

LEVEL: 11-12 SUBJECT AREA: English CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list those personal traits and characteristics most often sought after by employers. Students will be able to demonstrate a knowledge of these personal traits and characteristics.	1. In small groups, students will discuss those personal traits and qualities that are expected by employers. 2. Students will improvise role-playing situations (e.g. job interviewing). 3. Students will listen to tapes of actual job problems and then proceed to discuss these situations in small groups.	World of Work Cassette Tape Series No. 1, Educational Resources, Inc.: "The First Few Days" "My Man, My Creep" "Don't Blow Your Cool" "Too Much Talk" "Excuses" (App. E) Human Relations Kit, McGraw-Hill (App. E) "Career Exploration Series," Acoustifone Corp. (App. F)

LEVEL: 11-12 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will become sensitized and able to discuss the problems they will face in the future.	1. After an introductory study to the problems of marriage and family living, students will pair off into "couples." 2. Term project: a. Find a job(s) they can live on. b. Plan a first year budget. c. Arrange for financing a car. (Talk to a bank officer.) d. Find a home or apartment in which they can live. e. Plan a balanced-diet series of menus and work out a month's food-buying program that meets the requirements of both good nutrition and a balanced family budget. (Visit a grocery.) 3. Once a week discuss the couples concerns, including: a. financial, legal and practical facts on which marriage is built, b. "Can we afford what we want?" c. good-paying jobs vs. work hours and type of work desired, d. pros and cons of buying on credit. 4. Midway through the term, spin a "wheel of misfortune" so that each couple encounters a crisis (e.g. job lay off, expensive car repairs, unexpected pregnancy, rent raise, tax increase). Couples must rework their plans to deal with the emergency. 5. Each couple will keep a notebook of their	*Personal Adjustment, Marriage, and Family Living* by Landis and Landis *Dating: Communication and Decision-Making* by Riemer *Relationships: A Study In Human Behavior* by Westlake

LEVEL: 11-12 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Individual

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
	experiences and reactions; this forms the basis for the class grades.	

LEVEL: 11-12 SUBJECT AREA: English CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will illustrate techniques of completing application blanks and constructing letters of application. Students will demonstrate their knowledge of the difference between letters of application and social letters.	1. Discuss procedures necessary in seeking employment or college entrance. 2. Ask students to complete application blanks and write letters of application. 3. Using local newspapers, have students search the want ad section to find a position they are interested in and have them write a letter of application for that position. 4. In the classroom, students may exchange letters of application. In pairs, have them evaluate their letters.	Sample job application blanks (App. G) Sample college application blanks (App. G) Filmstrips: World of Work Series No. 2: "Getting A Job," Educational Research, Inc. (App. F) "Who Should Go to College?" "What You Should Know Before You Go to Work," Guidance Assoc. (App. F) Resource people (employment agency, State Employment Division, personnel directors, admission officers)

LEVEL: 11-12 SUBJECT AREA: Psychology CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will compile a list of the various jobs and necessary skills within a comprehensive mental health agency. Students will be able to describe the interdependency of various jobs involved with a comprehensive mental health agency team.	1. Have the students visit a local community mental health center. 2. Have students gather and discuss information relative to skills, personality traits and characteristics for the various jobs involved. 3. Release students for independent study to work with professionals at their places of employment.	Resource people (recreational therapist, head of nursing staff, clinical psychologist, mental health agency) Filmstrip: "Your Personality: The You Others Know"

LEVEL: 11-12 SUBJECT AREA: Social Studies CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list various occupations related to law enforcement.	1. Students will visit the local police department or the state police post or have representatives visit the classroom. 2. A demonstration of equipment used in police work will be made before the class. 3. A classroom discussion to acquaint students with the advantages and disadvantages of law enforcement work should be conducted.	Reference books and readings on law enforcement occupations Local law enforcement agencies Audio-visual aids Pamphlet: "Opportunities in a Law Career," Sheldon P. Elliott, Vocational Guidance Manuals Film loop: "Policeman and Policewomen," Job Opportunities Series, Encyclopaedia Britannica (App. F)
Having examined all five branches of the United States military, students will be able to describe orally or in written form the variety of military careers and benefits stemming from these careers.	1. Students will research the various branches of the military in regard to possible careers and benefits of those careers. 2. Students will give oral reports on some aspect of the military. 3. Students will listen to presentations given by resource persons. 4. Students will participate in a field trip experience to a military installation. 5. An army representative will administer the Armed Services Vocational Aptitude Battery (ASVAB) to students. 6. The counselor will interpret instrument results for students and discuss the implications as then related to future goals.	Resource persons representing branches of the military, the Selective Service Board and Civil Air Patrol. Local military installation (e.g. Fort Knox) Occupational information (e.g. military pamphlets, brochures, etc.) Recent student graduates now in the military. Armed Services Vocational Aptitude Battery test (App. J)

LEVEL: 11-12 SUBJECT AREA: Vocational Classes CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to perform one unique skill selected from career areas available (e.g. weld a simple joint, change a bed with patient present, etc.) Students will be able to list other skills which would need to be learned by persons planning careers in each of these selected areas.	1. Each student will spend two hours in each of six (or more) skill training labs (e.g. nurses aide, computer programmer, electronics, etc.). 2. One and a half hours will be spent learning one basic skill of that career area. The remaining time will be used to show other skills needed and to discuss various job options in the field.	An area vocational school or junior college equipped with labs and staff for the experience. (Community industries may be used, but will require more preparation.) High school industrial arts labs and staff Film loop: Job Opportunities Series, Encyclopaedia Britannica (App.F)

LEVEL: 12 SUBJECT AREA: Business and Office Occupations CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will identify the skills and experiences of the classroom that are related to real working situations.	1. Have students discuss the skills and experiences required in the classroom. 2. Arrange for each interested student to have released time experience in the business area of his choice in the community. 3. Follow up the released time experience with a classroom discussion about the similarities and differences found in the real working situation compared to the classroom.	Local business firms employing individuals with business skills. Educational information, brochures and pamphlets from local businesses, etc. Personnel director Manager or president of a business firm Commercially-produced taped interviews, Career Development Laboratory Series (App. E) "What's It Like?" Series, John Colburn Associates (App. E)

LEVEL: 11-12 SUBJECT AREA: Industrial Arts CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list common occupations in the printing field and describe those available in their community.	1. The class will explore together the most common forms of communication with special emphasis on those dealing with printing. 2. Assign group projects dealing with various types of printing. 3. Take field trips to local printing firms. 4. Assign individual projects according to student interests.	Local printing firms Advertising firms English Department Librarian School newspaper

LEVEL: 11-12 SUBJECT AREA: Home Economics CONCEPT CLUSTER: Work

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Having completed several units in the area of fashion/fabric, the student will be able to identify a variety of jobs related to this area. The student will be able to list qualifications required for specific jobs in the fashion/fabric area.	1. Have students review copies of a trade newspaper and describe jobs as reported on in this newspaper. 2. Reviewing the classified section of a trade newspaper, have the students list jobs currently unfilled. From this information, have them determine qualifications necessary for various jobs.	Newspaper ("Women's Wear Daily") Filmstrip: "A Career in Home Economics," Guidance Associates (App. F) Resource People (buyer for clothing stores, fabric store managers, tailor, clothing manufacturers)

LEVEL: 11-12 SUBJECT AREA: Sociology CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to make informed decisions regarding a potential career in social services based on first-hand experience.	1. Each student will identify three social service occupations that are of particular interest to him. 2. Twice a week, for six weeks, as pre-arranged by the teacher, each student will "shadow" his chosen worker for two hours. This will give him an opportunity to become acquainted with three workers during a semester. 3. Once a week, (preferably Friday), the class will discuss problems relating to their weeks experiences.	Community workers willing to allow juniors or seniors to "shadow" them (e.g. social worker, recreational director, mental health worker, Day Care Center Director, Welfare Director, Probation Officer).

LEVEL: 11-12 **SUBJECT AREA:** Economics **CONCEPT CLUSTER:** Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to list the jobs involved in marketing of a product. Students will be able to discuss the importance of every worker's role in the marketing process.	1. Conduct small group discussions of the steps that products go through between producer and consumer (Select local products for students to trace.). 2. Conduct small group discussions of the importance of each person's job (jobber, merchant, etc.) to the total marketing process. 3. Resource people from business and industry. 4. Take field trips to: a. industry that makes a product b. a warehouse that stores a product c. the wholesaler of a product d. the retailer of a product. 5. Prepare a bulletin board relating field trip information gathered to the marketing & distribution cluster.	Local companies *Career Opportunities – Marketing, Business & Office Specialists* by G.D. Wiggs *Careers and Opportunities in Retailing* by H. Wilinsky Cassette tape: "What's It Like?" John Colburn Associates (App. E)

LEVEL: 11-12 SUBJECT AREA: English CONCEPT CLUSTER: Society

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to discuss the benefits of having different types of occupations in our society.	1. Have students read *Future Shock*. 2. Students will use Roe's "Two Dimensional Classification" to identify different jobs in each classification and write a short job description for each. 3. Discuss prestige values in different classifications. 4. Have the class reach a consensus on the "Occupational Prestige Ranking."	*Values Clarification*, Hart Publishing Co. *Future Shock* by A. Toffler "Roe's Classification" (App. A) "Occupational Prestige Ranking" (App.A)

LEVEL: 11-12 SUBJECT AREA: Guidance CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will list the various educational avenues leading to a career of their immediate choice.	1. Through individual and/or group research, examine the various educational programs available to prepare students for an occupation of their interest. 2. Take field trips to school settings, public and private. 3. Invite a diverse group of successful individuals into the classroom to discuss advantages and disadvantages of various training programs.	Resource People (public & private trade schools, universities and colleges, representatives of local apprenticeship programs and industrial institutes)

LEVEL: 11-12 SUBJECT AREA: Art CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will list various educational avenues leading to a career in the fine arts area.	1. As an individual and/or group research project, investigate various educational programs available in preparing for careers in the art field. 2. Take field trips to art schools, public and private. 3. Invite a successful artist, if available, to discuss the advantages and disadvantages of various training programs.	Resource people in fine arts Schools offering specialized training in the fine arts area School catalogs

LEVEL: 11-12 SUBJECT AREA: Sociology CONCEPT CLUSTER: Developmental Process

LEARNING OBJECTIVES	LEARNING EXPERIENCES	MATERIALS AND RESOURCES
Students will be able to identify experiences that will facilitate a smooth transition from school into the world of work.	1. Help students identify educational and training opportunities in the community and state. (A state map could be constructed indicating the location and type of education and training.) 2. By "brainstorming," have students describe an experience or experiences that have influenced their ideas about education and vocations. 3. In cooperation with the guidance department, administer and discuss the results of Super's Work Values Inventory with interested students. 4. Present to class taped interviews of school drop-outs discussing frustrations they encounter on looking for and holding a job without a salable skill. 5. Show educational and vocational subject matter film and filmstrips. 6. Assign students an essay entitled, "What I would like to be doing in ten years." Follow-up at the end of the year with a similar assignment entitled "What I think I'll be doing in ten years." Return both essays for comparison.	Super's Work Values Inventory (App. J) Filmstrips: "Dropping Out: Road to Nowhere" "Four Who Quit" "I Wish I'd Known That Before I Went to College" "Preparing for the World of Work" "What You Should Know Before You Go to Work" "Who Should Go to College" Guidance Associates (App. F)

APPENDIX A: Activities

A CAREER MIXER

Task: Acquire as many signatures as possible by the following career related phrases.

____________________ 1. I enjoy golf in leisure time.
____________________ 2. I have worked as a salesman.
____________________ 3. I have a Ph.D. or Ed.D.
____________________ 4. I am a good teacher.
____________________ 5. I like social dancing.
____________________ 6. I have never worked outside of education.
____________________ 7. I have dug ditches for pay.
____________________ 8. I would be willing to work outside education for one year.
____________________ 9. I am aware of myself.
____________________ 10. I attended college.
____________________ 11. I enjoy my work.
____________________ 12. I can make a decision easily.
____________________ 13. I have voted in every election.
____________________ 14. I quit college, then returned.
____________________ 15. I like to sing as a hobby.
____________________ 16. I like to interact with people.
____________________ 17. I attended a technical school.
____________________ 18. I like to watch T.V. in leisure time.
____________________ 19. I have been a waitress.
____________________ 20. I am well groomed.
____________________ 21. I am not a litter bug.
____________________ 22. I have painted a house for pay.
____________________ 23. I am a concerned counselor.
____________________ 24. I would not consider changing jobs.
____________________ 25. I have worked as a ____________________.
____________________ 26. I would like to retrain.
____________________ 27. I have worked for pay in five or more jobs.
____________________ 28. I am a good citizen.
____________________ 29. I have been a secretary.
____________________ 30. I can define Career Education.

OCCUPATIONAL PRESTIGE RANKING WORKSHEET

Instructions: Rank the following occupations according to the prestige which is attached to them in the United States. Place a "1" in front of the occupation which you feel to be most prestigious, etc., all the way to "15," least prestigious.

12	Author of novels
14	Newspaper columnist
15	Policeman
9	Banker
1	U.S. Supreme Court Justice
6	Lawyer
13	Mortician
4	State governor
10	Sociologist
3	Scientist
11	Public school teacher
7	Dentist
8	Psychologist
5	College professor
2	Physician

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*Based on NORC prestige scores from R.W. Hodge, P.M. Siegel and P.H. Rossi. Occupational Prestige in the United States: 1925-1963. Pages 322-334 in R. Bendix and S.M. Lipset (Eds.). *Class, Status and Power*. 2nd Ed. New York: The Free Press, 1966.

NAME ______________________________

GROUP ______________________________

LOST ON THE MOON EXERCISE

DECISION FORM

By Jay Hall

INSTRUCTIONS: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship is forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard is damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, etc., through number 15, the least important.

Key	
15	Box of matches
4	Food concentrate
6	50 feet of nylon rope
8	Parachute silk
13	Portable heating unit
11	Two .45 calibre pistols
12	One case dehydrated Pet milk
1	Two 100-lb. tanks of oxygen
3	Stellar map (of the moon's constellation)
9	Life raft
14	Magnetic compass
2	5 gallons of water
10	Signal flares
7	First aid kits containing injection needles
5	Solar-powered FM receiver-transmitter

MAGIC CIRCLE ACTIVITY*

Directions: Arrange 7 students in a circle. Remaining students form an outer circle (fish bowl). Leader asks questions, allows time for thinking, lets each of seven students respond. At various intervals ask other students to respond to student answers. Allow at least 30 minutes. Fosters skill building in listening.

Suggested questions for discussion:

1. Recall what you did yesterday that made you feel good.
2. Recall the things that made others feel good.
3. How do you think ___(name)___ felt when ___(specific)___ experience occurred?
4. How would we have known how she felt?
5. What do you think you could do right now to make someone else in the circle feel good?
6. What can we do for ourselves to make us feel good?
7. What did you do yesterday that made you feel badly?
8. What did you do yesterday that made someone else feel badly?
9. What did someone do to you that made you feel badly?
10. Tell something you like about yourself.
11. Describe something about yourself you don't like.
12. Share a worry that you have now – something that's bothering you.
13. Tell something that happened to you in school that is a good memory.
14. What are some things you dislike about school (this class)?
15. What are some things you like about school (this class)?

Note: Use a few questions each day to help develop listening skills.

**Methods in Human Development*, Harold Bessell, Human Development Training Institute, San Diego, California 92120, 1970.

"WHO ARE YOU?"

1. Form triads.
2. Designate an A, B, C.
3. Position yourself so you can look one another directly in the eyes.
4. A asks B, "Who are you?"
5. B responds with one descriptive statement.
6. A repeats the question 4 more times.
7. B responds differently each time.
8. Repeat process by B asking C.
9. Repeat process by C asking A.
10. When process is completed, interact within triad.

*IMPORTANT Maintain eye contact; concentrate on listening to responses.

INTERDEPENDENCE PUZZLE

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

Are the instructions clear? (Question and answers)

Facilitator gives signal, "Begin working."

INSTRUCTIONS TO THE OBSERVER/JUDGE

Observer:

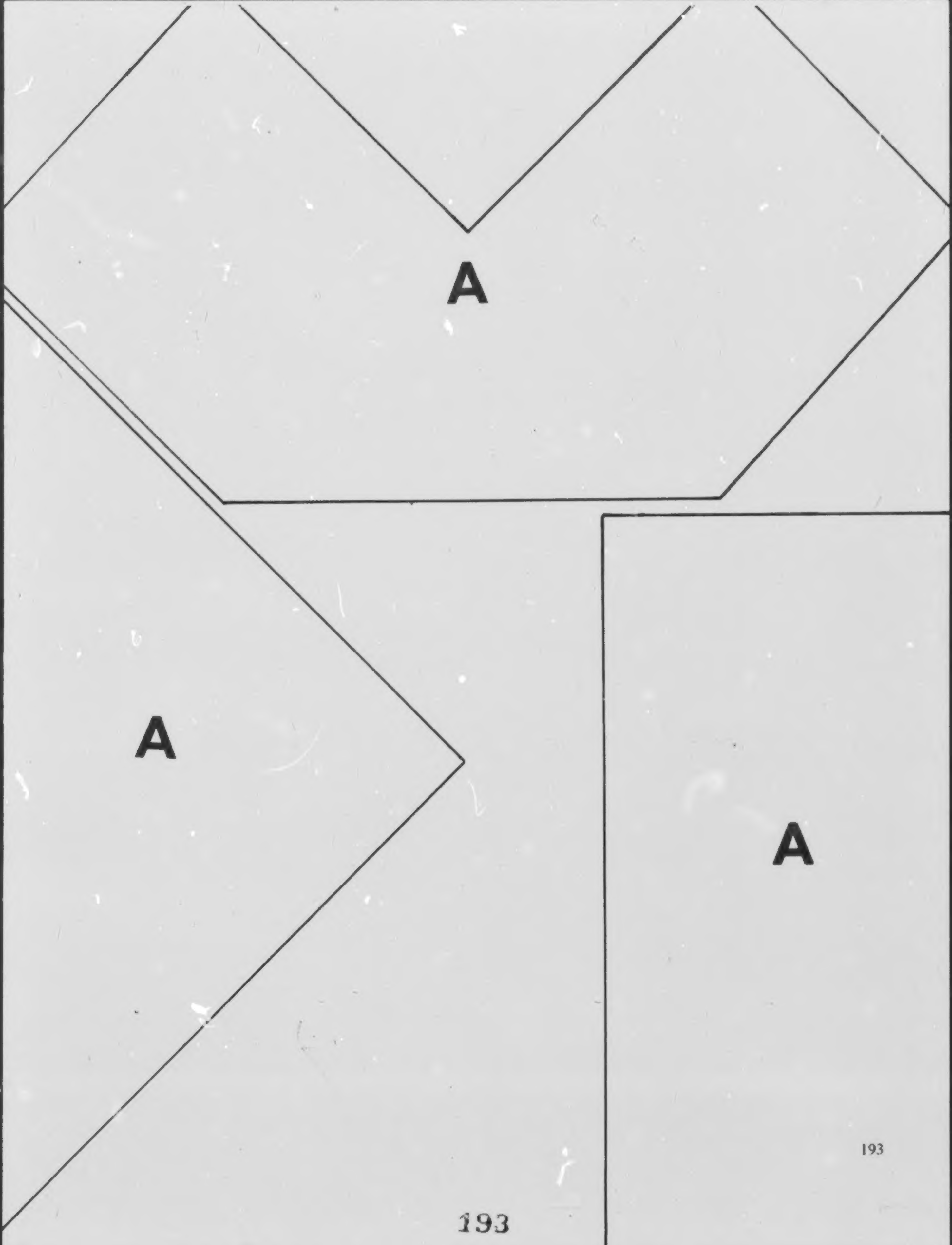
Your job is part observer and part judge. Make sure each participant observes the rules:

1. No talking, pointing or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the center for others to take; they must give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

Do your best to strictly enforce these rules.

As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?
2. Did anyone finish his puzzle and then somewhat divorce himself from the struggles of the rest of the group?
3. Is there anyone who continually struggles with his pieces but yet is unwilling to give any or all of them away?
4. How many people are actively engaged in mentally putting the pieces together?
5. Periodically check the level of frustration and anxiety – who is pulling his hair out?
6. Was there any critical turning point at which time the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?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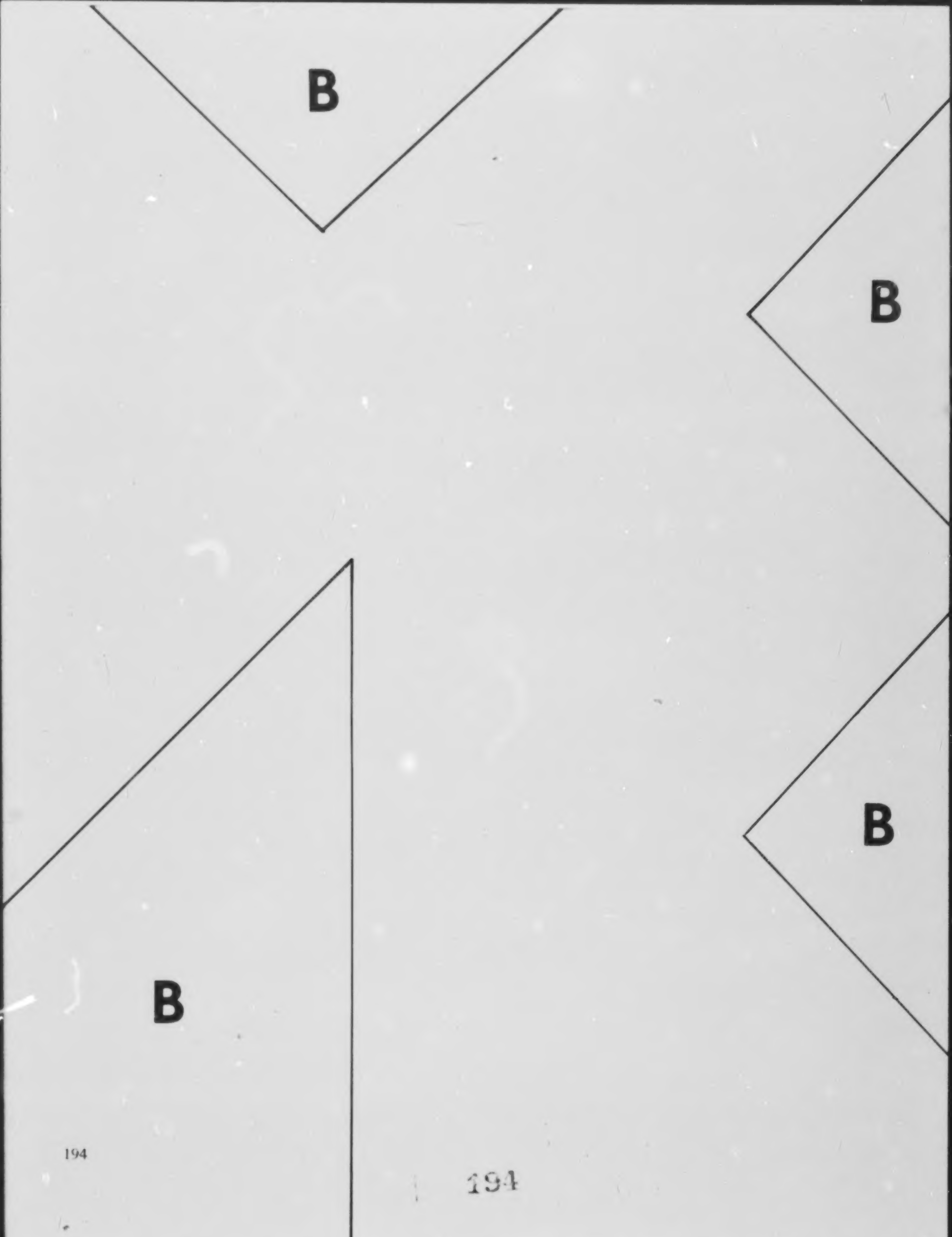
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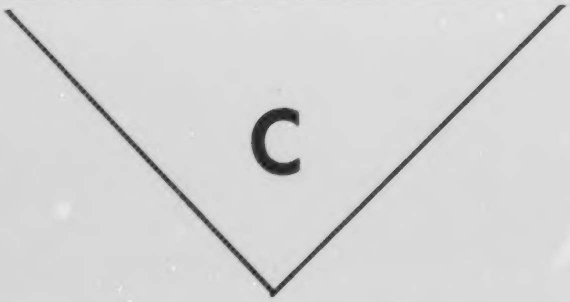
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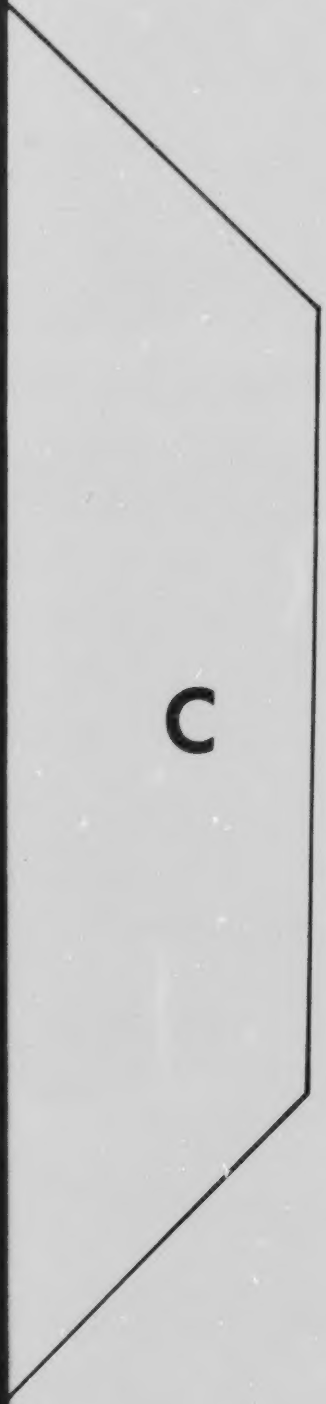
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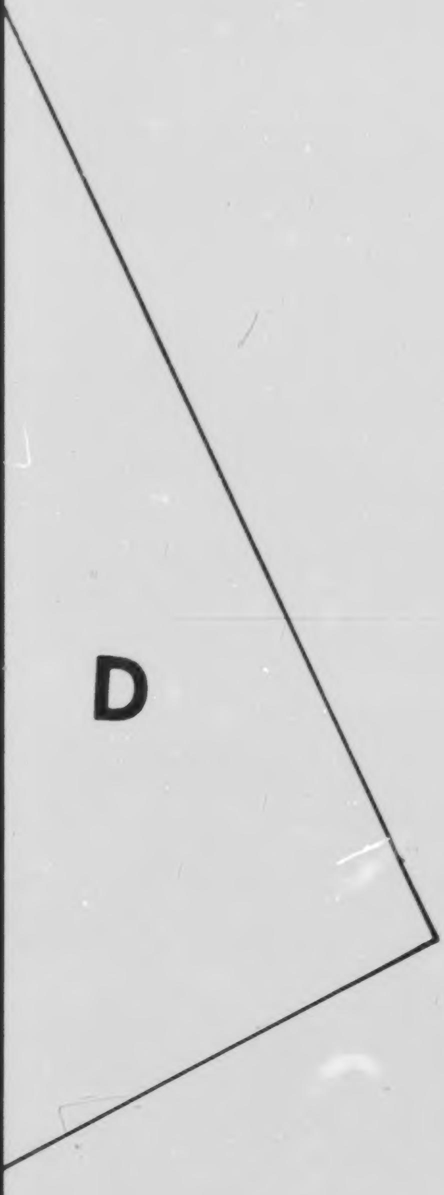
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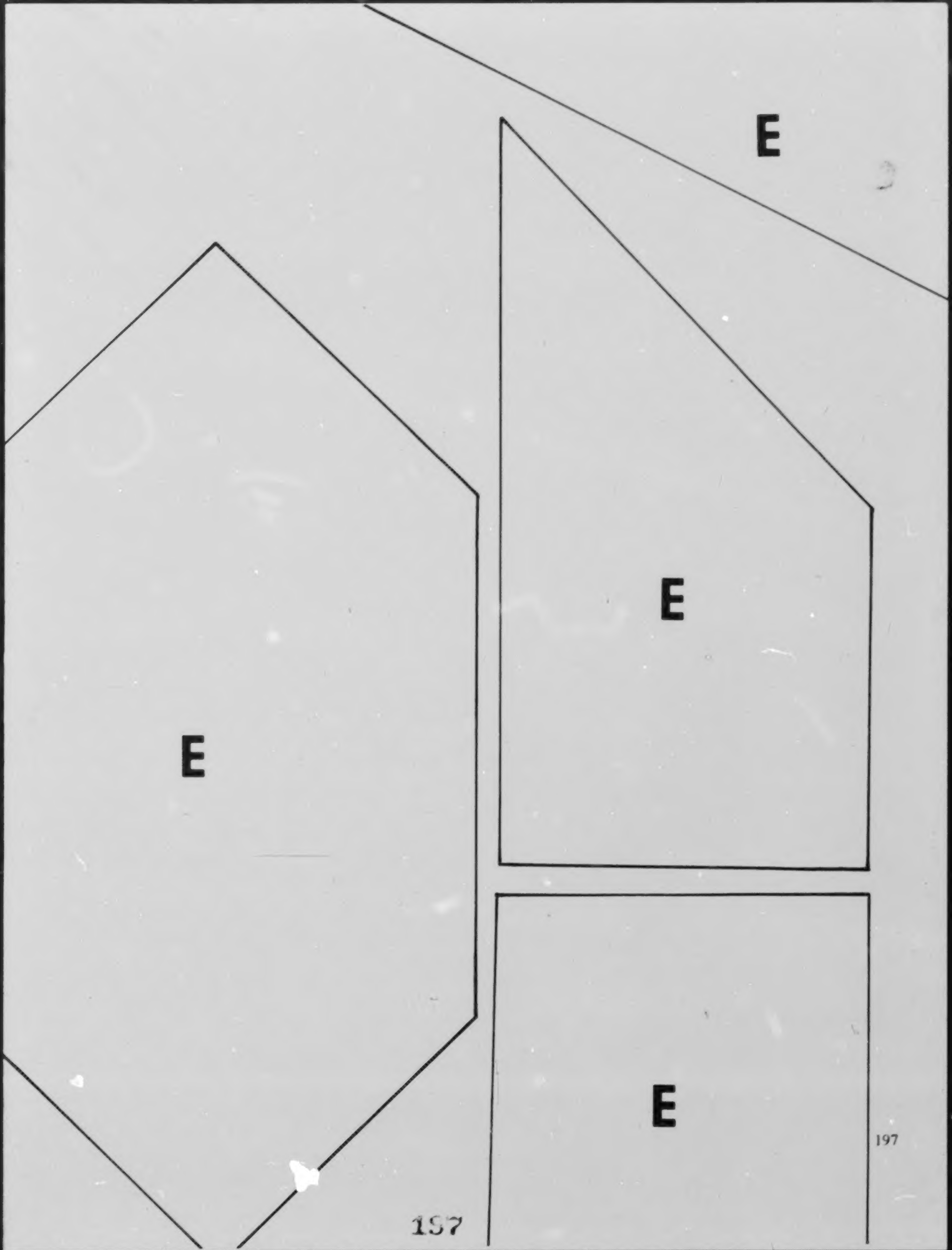
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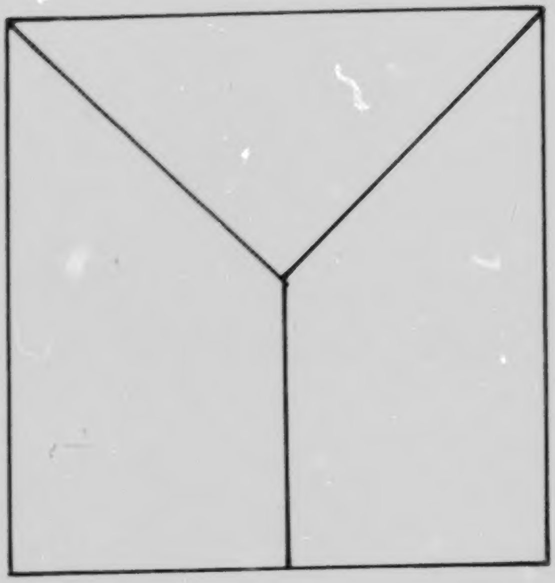

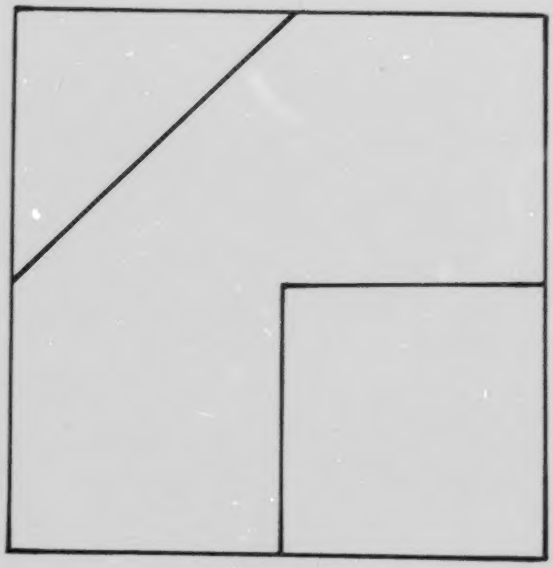

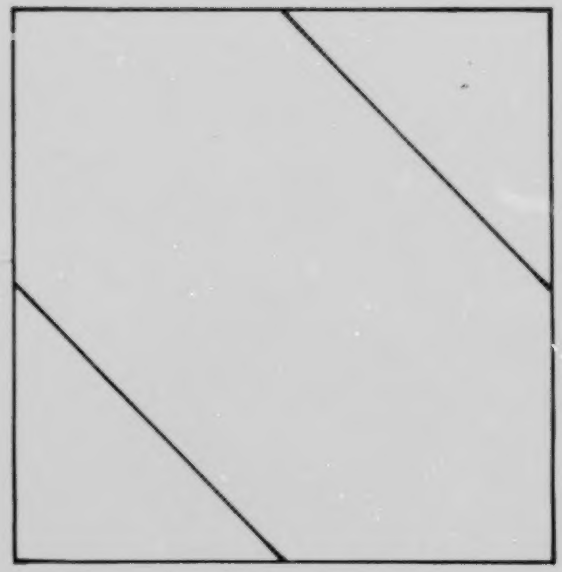

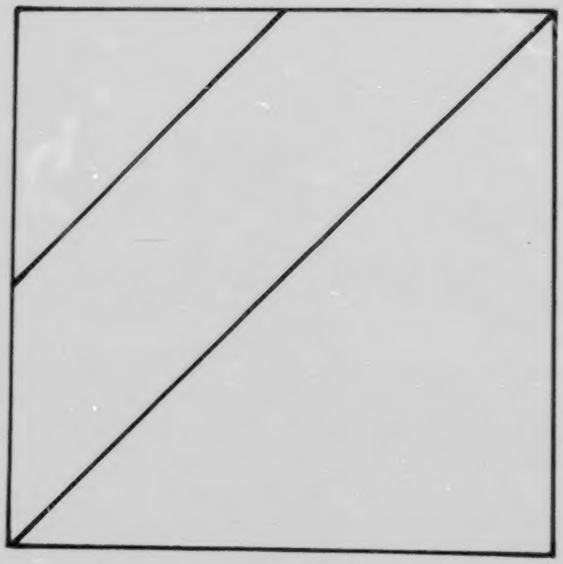

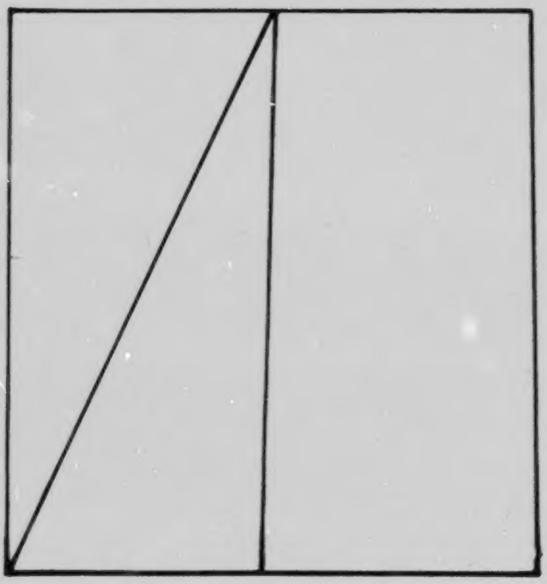

SAMPLE RIDDLES

Mr. Taylor works at school.
He is our friend and helper.
He helps us keep our school clean.
He also helps our teachers.
He gets money for this work.
What is his job?

(Answer: Janitor)

I am a helper.
I help you cross the street.
I help protect you.
I wear a badge and uniform.
Who am I?

(Answer: Policeman)

My brother works at the grocery store.
He puts foods on the shelves.
He puts food in the paper bag.
He gets money for this work.
What is his job?

(Answer: Stock and Carry-out Boy)

I am a worker.
I work on new homes.
I wear white clothes.
I use a big brush.
I make the home pretty.
Who am I? Draw me.

(Answer: Painter)

I help to make you pretty.
I wear a uniform.
Many of your mothers visit me each week.
I enjoy my job.
Who am I?

(Answer: Beautician)

COMMUNITY HELPERS

A Play

Author Unknown

Scene: A street with lamp posts, U.S. Post Office, grocery store, church, ice cream store, toy store or other buildings. These can be constructed and painted in the classroom, using cardboard boxes.

Characters wear articles of clothing appropriate for their roles.

NARRATOR: We are studying the community. Now you will have the chance to meet some of the people who live in our town. Would you like to know the folks you see, as you go up and down? We should like to introduce to you the people of our town.

FATHER: I must go to work now. I have lots to do today.

MOTHER: I need to shop a while this morning, so we will see you tonight.

CHILDREN: May we go too? Goodbye, Daddy.

NARRATOR: Here is the teacher of our town.

TEACHER: Good morning. I teach the children many things they like to do: reading, writing, arithmetic and the ABCs, too. (Group sings ABC song.)

NARRATOR: This is the doctor in our town.

DOCTOR: There are 15 patients waiting. I hope to cure them all.

NARRATOR: The doctor has helpers, too.

NURSES: We gladly work to get you well and check your temperature. Sometimes we give a shot or two, your sickness just to cure.

NARRATOR: The postman goes from door to door throughout the entire land.

POSTMAN: Good day to you. I bring you papers and letters if I can.

NARRATOR: Here are the policemen who help in our town.

POLICEMEN: We are the policemen at the corner who are watching out for you. If I didn't blow my whistle, I don't know what you would do.

NARRATOR: Here are the bankers in our town.

BANKERS: We bankers keep your money safe; we lock the vault at night. The burglar alarm is guaranteed to give a burglar a fright.

NARRATOR: Here comes the milkman now.

MILKMAN: I get up very early so you'll have your breakfast milk.

NARRATOR: No town is complete without an ice cream lady.

ICE CREAM LADY: I'm the ice cream lady from the ice cream store. I serve you with a smile. Ice cream in white, pink, or brown fixed in the latest style.

NARRATOR: The engineer runs the train.

ENGINEER: I carry people, mail and freight through sunshine, snow or rain. (Group sings "Down by the Station")

NARRATOR: Over here are our checkers from the grocery store.

GROCERY CHECKERS: We try to help you get the things you need. We serve you with a smile, and add the bill with speed.

NARRATOR: Now these are our cooks.

COOKS: A cook is always busy. People say our apple pie will help keep you well.

NARRATOR: If there is a fire, we know whom to call.

FIREMEN: We bring the water hose; we put the fire out, then away we go.

NARRATOR: Here is our baker.

BAKER: Bake, bake, bake, work, work, work. I work and work all day.

NARRATOR: Do you need a plumber today?

PLUMBERS: We are the plumbers whom you need when pipes get troublesome. We fix all leaks, and quickly, too, with my tools I come.

NARRATOR: We often need mechanics in our town.

MECHANICS: We're busy you can see. If you can't get your car to run, just send the thing to me.

ALL: We are the people whom you meet as you go up and down. We are the ones who help you most, to make a lovely town.

NARRATOR: Now we want you to see some fun we have at times in our nice town.

(All sing "Whistle While You Work")

Note: This play was adapted from the Oklahoma Guide.

CROSSROADS

NARRATOR: Most people seem to experience life as a series of crossroads. At each crossing, one road is chosen; the others are left behind. Many of the decisions made seem quite unimportant and are soon forgotten. But others that lead toward *life goals*, that help decide the *why of life*, *with whom* life will be spent and *how* life will be used, have quite an impact and lasting effect. Of course, each decision influences the others.

Most students are concerned expecially with those decisions in the third area that bear upon vocational choice – or answer the question "How will I use my life?"

Some individuals seem to know what they want to do in life almost from the time they are born. But such persons are rare. Most students don't make clear vocational choices early in their school lives. Rather, their choices emerge in the process of developing and experiencing. However, the question "What will I do with my life" is asked very early.

Paperboy Johnny's encounter with Mr. Small, a man to whom vocational choice had come easily, caused Johnny to raise the question again about his future plans and to ask Mrs. Lynn for some suggestions.

JOHNNY: Papers . . . get your Saturday morning paper here.

MR. SMALL: Hello, Johnny. Give me a paper, please. Johnny, you have been at this paper business a long time. Do you plan to make a career of it?

JOHNNY: No, sir *(emphatically)* . . . never in a hundred years.

MR. SMALL: Well, you know, I started out in my father's store when I was a boy – just about your size – and that's exactly where I ended up. Oh, I remember when I was very young I had thought I might like to be an astronomer; I had always liked to stretch out on the ground and study the skies to figure out the patterns of the stars. But, Johnny, I didn't do well in my math, and, besides, I had not planned to go on with my schooling. And, I don't know, it just seemed like the natural thing to do – joining dad at the store – and I wanted to. I knew the work; I'd been in the store from the time I walked and had the job of sweeping up before I was your age. Anyway, we never really discussed it very much. But when I finished the 10th grade, I started in full time . . . working with supplies and sacking. Soon, I was clerking. Later, Fred and I ran the store together. It just seemed to happen. There never seemed to be any other choice. Well, thanks for the paper, Johnny.

JOHNNY: You're welcome. *(Aside, he says)* . . . Maybe that's the way it was with Mr. Small, but I wouldn't think of being a paperboy for the rest of my life! He must be kidding! But on the other hand, this job is not so bad. I make a nice little salary each week *(boastfully)*. Soon I will be able to buy me another new bicycle. I have plenty of money to spend, so why not? Naw, I wouldn't want to do this the rest of my life. But what would I want to do? What do I want to become? Hmmm . . . let's see . . . what would I like to be? I could be a bank teller. *I love to handle money*! I just love to hear the new minted coins clang together. Sometimes I drop them on the pavement just to hear the clang *(gleefully)*! That sound is so unusual . . . it thrills me! And that new paper money . . . how it crackles when I count it *(gleefully)*! That day I had 20 new one dollar bills – wow! I counted those "ones" over and over just to hear them crackle. Plus, I can count well! I have only short-changed a person once in two years. At first, I had some difficulty adding and subtracting. I short-changed quite a few people at first. Now, I don't let that happen anymore Or . . . I could be a public relations man or a salesman. In this paper business, I come in contact with all kinds of people, and for the most part, my paper business depends on how well I get along with people. I have to know what to say, how to say it, and when to say it just to get a paper sold. So in that sense, I am already a salesman!

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*A play written and directed by Marty Brownlie, Ned Conder, Brenda Watson, Gomez Jackson and Sandra Horshman, graduate students in Occupational Information and Career Development, University of Evansville School of Education, Spring, 1970.

Maybe I could be a math teacher since I know I can count so well *(boastfully)*! I have proved that in my paper business. Teaching math . . . I would have to be able to work all of the math problems I give the students. Which means I would first have to work the problems myself, and then I'd have to check each student's problems to see if they were right. On second thought, I don't think I want to be a math teacher after all . . . .

Well then, what could I be? Maybe I could be a television or a radio announcer. I have sex appeal *(gleefuully)* and I love people! But most important, I can sell a product! Yea, I think I would like that very much. Naw, I wouldn't like those long hours a television star has to work.

At this time, I guess I'm just not really sure what I would like to be in this world! There are so many things I like to do and so many things to be done. I'm confused.

Well, here comes Mrs. Lynn for her morning paper. I wonder how she *knew* she wanted to be a lawyer. Hi, Mrs. Lynn!

MRS. L.: Hello, Johnny! Why the serious face?

JOHNNY: Oh, I was just thinking that I don't want to be a paperboy forever. But, I don't know what I *do* want to do. I bet it was *easy* for you to decide.

MRS. L.: Easy *(laugh)* . . . no! It wasn't easy at all, and it's still going on. It was a long, complicated process – lots of decisions were made along the way, I know that!

JOHNNY: Lots of decisions; I wonder what things will help me make my decisions.

MRS. L.: Let me think about it, Johnny.

NARRATOR: Mrs. Lynn's meeting with Johnny did cause her to think about her decisions. She knew she had not been *born* to her present occupation. She thought she had been like Johnny. She had tried to look at herself to see what she could do and would like to do. And she had tried to understand various vocations. She could remember being confused. But how had she finally matched her abilities and interests to a particular occupation?

6-7 minutes

MRS. L.: As a child, I played with dolls, ran my brothers' trucks and pretended I was a cowboy. And I used to help mother when she baked. I imagined that someday I would round up cattle, build a road and bake for my children.

When I began school I realized I wanted more than anything else to be like Mrs. Barker, my first grade teacher, – to read stories all day and to write things down. Surprising, after seven years of school my thoughts of being like Mrs. Barker were still with me. Of course, I knew by then that there was more involved in teaching than reading stories and writing things down. I guess I wasn't sure exactly what else, but I still thought I might like it. I realized that if I did want to be a teacher I would have to go to college, which I was sure I would like as I had always enjoyed school. My parents were eager to help me work out a high school program of college courses but were not sure they could afford it, although they were saving.

At about this time, Mr. Frank, the school counselor, helped me work out a program combining college preparatory courses with some commercial courses. We thought the years of typing and shorthand would be useful – especially if I wanted to obtain office work eventually to help earn what money was needed for college.

Also, when I was about 14, some friends told me about a job at the snack bar at the swimming pool. I hurried to see Mr. Taylor, and he offered me the position. In fact, I worked there every summer until I graduated from high school. Of course, I didn't earn too much in the summers, but by answering an ad in the newspaper during the winter, I also got a part-time job at a dime store working one night a week and all day on Saturday. Though my main reason for working was to help with my college expenses, I think the part-time jobs I had added to my confidence and helped me feel comfortable about the working experience.

During high school, I guess I was an average student. There was no one thing I particularly excelled in, but I did try to take a variety of courses – always looking for something that would really interest me and that might prove to be a good teaching area for me.

As my high school years were ending, I was still sure that I wanted to continue my education, but my inability to decide what I might want to teach had made me begin to question the whole idea of teaching. I talked about my problem with the school counselor. In addition to the college catalogs, he gave me a whole series of pamphlets about many kinds of occupations in which he thought I might be interested.

I decided to attend the state university and began working on a degree in elementary education – though I knew that I would be taking general courses for the first 2 years and that I would still have time to change if it didn't prove a good fit.

Because I was an only child and had had no real experience with young children, I decided on my first vacation home from college to visit Mrs. Barker, my old first grade teacher, to see if I could find out more about the field. I wanted to know the source of her dedication. After talking with her, I knew that the occupation had been very satisfying to her but I still wasn't sure it was right for me.

However, a side benefit of the visit was the discovery of a flyer on the school bulletin board seeking counselors for a summer camp. I needed to work, and here was a chance for me to be with young children. After the summer experience I felt less certain than ever about teaching. There must be a way for me to contribute and share with others that was yet to be discovered.

Upon returning to the campus in the fall, I was able to use my high school commercial training when I got a position as a part-time secretary in a law office.

Some months later I went to the university guidance center hoping that a battery of tests might reveal what possibilities were available to a person with my talents and interests. After some testing and discussion with a counselor, it seemed there were several possible career choices which I might find satisfying. The one that appealed to me the most was the legal field – specifically, the idea of assisting juveniles who were having difficulties. I had not really thought too seriously about the law before, but I did admire my attorney employers and a recent course in psychology of criminology had proved fascinating to me. I did want to work with people – young people, in some helping way.

I continued to study, then, with law school a part of my school planning.

Now, as a practicing attorney, my vocation is proving to offer many of the things I had hoped for. How did it happen? It seemed to *emerge* gradually from my talking, reading, working and studying. As to my future, there are still possibilities and more decisions to make. Politics . . . perhaps?

And, Johnny? Well, I think I will tell him what I've discovered about myself:

1. That it helped to try to know what I liked and could do.
2. That it helped to talk with counselors and teachers and those at work already.
3. That it helped to take a variety of courses and to keep the doors open to new possibilities.
4. That it helped to have a variety of work experiences – to try things out.

NARRATOR: Most people seem to experience life as a series of crossroads. At each crossing one road is chosen; the others are left behind. In deciding "How will I use my life" or "Which road will I take in making my vocational choice," it might help to use Mrs. Lynn's suggestions to Johnny as well as to ask these questions:

1. What skills have I developed? What skills do I want to develop?
2. Would I prefer work with my hands, with people or with ideas or a combination?
3. What broad activities and interests appeal to me?
4. What level of leadership, companionship or solitariness would I like?
5. What job that I am able to achieve would give me a maximum sense of satisfaction?
6. What courses, jobs or educational experiences would clarify or expand my life goals?

The process of choosing, of deciding about life, is a continuing process. The crossroads of life appear. Each individual must decide.

My life at the crossroads?
Is there one way that's right?
My life at the crossroads
With no clear markers in sight?
The road is before me
But I can't see around the bend.
The road is before me
But who knows what's at the end.
Oh, how do I answer
What will I do with my life?
Oh, who can answer
How will I use my life?

THE LOAFER

This is a domestic comedy and contains a situation that occurs all too often. Not in our families, of course, but in other people's. Our skit takes place in a living room. There should be a couch onstage.

* * * * * * * * *

Characters: GEORGE, a loafing, sponging brother-in-law. He has a cultivated mind, but it was never fertilized.
ETHEL, a long-suffering housewife who has suffered too long.
BILL, her husband and companion in suffering.
MR. SPIFF, Bill's boss, the chief engineer of an automobile factory.

As the play begins, George, the loafer, is stretched out, lounging on the couch, eating candy or cake, reading a magazine and yawning now and then. Ethel comes in and stares at him.

ETHEL: George, don't you ever get sick of loafing?

GEORGE: *(lazily)* No. It suits me fine, thanks.

ETHEL: Well, I get sick of watching you.

GEORGE: I'll go in the other room then. *(sits up a bit, sighs)* It's an awfully long way, though.

ETHEL: You should be ashamed, a man your age. Why aren't you like my husband? Up at 6:30, mowing the lawn . . . .

GEORGE: The neighbors must hate him.

ETHEL: *(ignoring him)* . . . cleaning the yard, pruning trees, . . . washing the car . . . then to work for a long, full day . . . home for dinner . . . then working in the basement . . . or repairing the roof . . . always working.

GEORGE: He'll kill himself some day. *(pause)* Ethel, would you get me a glass of milk . . . and brush this fly off my nose?

ETHEL: *(exasperated)* This can't go on forever, George.

GEORGE: Sure it can. I collect unemployment insurance, sickness benefits because of my headaches . . . .

ETHEL: What headaches?

GEORGE: The ones I get when I don't collect my sickness benefits. Old Age Assistance.

ETHEL: Old age? You're hardly 30.

GEORGE: I ask them for an advance now and then – in case I don't reach old age. *(pause)* Would you mind tying my left shoelace? It feels loose.

ETHEL: You're impossible. A man who refuses to work.

GEORGE: I don't refuse to work. I'm just waiting for the right job.

ETHEL: For 10 years?

GEORGE: It's not my fault. All they have to do is come for me.

ETHEL: What kind of a job are you waiting for?

GEORGE: Oh, an inventor's job, for instance. I'm an inventor. I invented a machine where you turn a lot of knobs and music comes from far away.

ETHEL: *(in despair)* That's a radio. That was invented before you were born.

GEORGE: Go ahead. Pick on me for things that happened before I was born. *(He yawns.)* I'm tired. I'd better go up to my room and take a nap. *(He goes out. Ethel sits down angrily, sighs, bites her nails, then gets up and paces the room.)*

ETHEL: *(to herself)* That brother just has to go. He's lazy, shiftless and always in the way. I'll have Bill speak firmly to him right away. *(She goes out.)*

CURTAIN

At this point, the curtain can come down, or be pulled across the stage, or the lights can dim. If a curtain or lights aren't available, a boy or a girl can say, "That's the end of the first scene. If you'll all shut your eyes and count to 10, an hour will have passed. I don't know why. It's the kind of thing that happens when you push the clock ahead for Daylight Saving Time."

Scene Two takes place in the living room, too. Bill, a neat young businessman, is sitting on the couch, relaxing.

BILL: *(glaring at George)* Look, brother, my wife says it's time I spoke to you. What did you do today?

GEORGE: I took a bath.

BILL: That's all? You didn't go look for work?

GEORGE: When they want me, they'll send for me. I'm perfectly happy, waiting.

BILL: But I'm not, and my wife is not.

GEORGE: *(shrugs)* You know how it is with me and work. Too heavy for light work. Too light for heavy work. Most jobs are too dull. Others are too interesting – they raise my blood pressure. The ones in-between are too in-between. I have trouble working days because I take a nap in the morning and the afternoon. I can't work nights because that's when I sleep.

BILL: George, Ethel feels this house isn't big enough for all of us.

GEORGE: I'll be sorry to see her go.

BILL: *She* isn't going. It's *her* house. *You're* going.

GEORGE: *(wounded)* Then you lied to me. Ten years ago you asked me here for the weekend.

BILL: And you've stayed 10 years.

GEORGE: Sure. But I remember clearly, when I started to go one day, you said, "Stay as long as you like."

BILL: *(wearily)* Oh, all right, we'll talk about it later. Look, my boss is coming here. Please try to be alert. And no stale jokes. My boss is a serious man. He's a great engineer and the head of my department.

GEORGE: I won't say a word. You know how *I* am.

BILL: *(nodding)* That's what worries me. *(Ethel enters.)*

ETHEL: Couldn't you go out for a walk when Mr. Spiff comes, George?

GEORGE: I just took a bath. You want me to get pneumonia?

ETHEL: It's *hot* out.

GEORGE: You want me to get prickly heat?

BILL: *(irked)* Nobody ever died of prickly heat.

GEORGE: *(wistfully)* Is that what you want? My picture in a medical textbook: "The first man ever to die of prickly heat"?

ETHEL: All right. Just don't butt in. *(pause)* There's the bell. (She goes off, comes back with Mr. Spiff, who carries papers or a briefcase. Bill gets up, shakes hands with Mr. Spiff.)

BILL: Glad to see you, Mr. Spiff.

SPIFF: Hmmm. Yes. *(stares at George.)*

BILL: This is brother George.

GEORGE: *(shakes hands without getting up)* Nice knowing you. Say, do you know the difference between a collision and an explosion?

SPIFF: *(turns nervously away from George and talks to Bill, pointing to papers, etc.)* Now, Bill, you'll notice here that the floor shift has been placed a little too much to the left, while the manifold . . .

GEORGE: In a collision, you know where you *are*. But in an explosion, where are *you*? *(He laughs uproariously. Spiff frowns, Ethel makes motions over Spiff's shoulder to George. George reacts dumbly, shrugging, staring behind him, looking puzzled, etc.)*

SPIFF: Now, in the automated section of the plant here . . . the memory banks will store transistorized knowledge of the input so that the assembly line will turn out these floor shifts.

GEORGE: Here's a hot one. A traveling salesman noticed a farmer feeding his hog with a teaspoon. The traveler said, "Won't it take a long time to fatten a hog that way?" *(George laughs uproariously. He hits Spiff on the back. Spiff nearly collapses, but tries to ignore George.)*

SPIFF: Now, here is the completed model. You'll notice we've streamlined the body.

GEORGE: No sense of humor. *(He peers over Spiff's shoulder at the plans. Ethel again tries pantomime to suggest George go for a walk, go to bed, have a snack, etc. Once or twice, Spiff catches her, and she turns her pantomime into smoothing her hair or doing sitting-up exercises. George finally speaks to Spiff.)* You forgot one big thing. Women hate to back up in an automobile. They always hit something. Right? Right. So lots of women won't buy a car because they're scared to back up. *(Takes folded paper from pocket and opens it.)* I once had a girl who used to pull a little ahead of a parking space and ask for help from pedestrians. The third time she did it, a charming fellow backed the car right into the next state.

ETHEL: George, the geranium needs watering.

GEORGE: Huh? The geranium? It's plastic. *(He shows paper to Spiff.)* This is my design for a car with a steering wheel, brakes and headlights in the back as well as in front. When a woman wants to back up she just gets in the rear of the car and drives forward. Like the old-fashioned trolley cars. They could be steered from either end. You drove to the end of the line, and instead of turning around, you went to the other end of the car and drove from there.

SPIFF: *(Looks over plans carefully, frowning, then slowly smiling)* A splendid notion. Of course, it has bugs.

GEORGE: They can be smoothed out. If it works, we can sell millions of cars to women who can't back up. We'll prevent injuries to people they bump into. And trees. We'll save a lot of trees.

SPIFF: *(shakes George's hand)* I'm going right back to the plant to study this. You never can tell, there may just be a germ of something here.

GEORGE: I'll go with you. *(They both go out, excited. Ethel turns to Bill and throws up her hands in despair. Bill sits down, in agony.)*

BILL: My great break. Spiff liked my plans. He was going to promote me. Then that moron had to come up with his crazy notion. Drive backwards! How about the rear seats? They'd have to face backwards. And what if someone grabbed the rear wheel and started driving backwards . . . .

ETHEL: Yes . . . while you were driving forward.

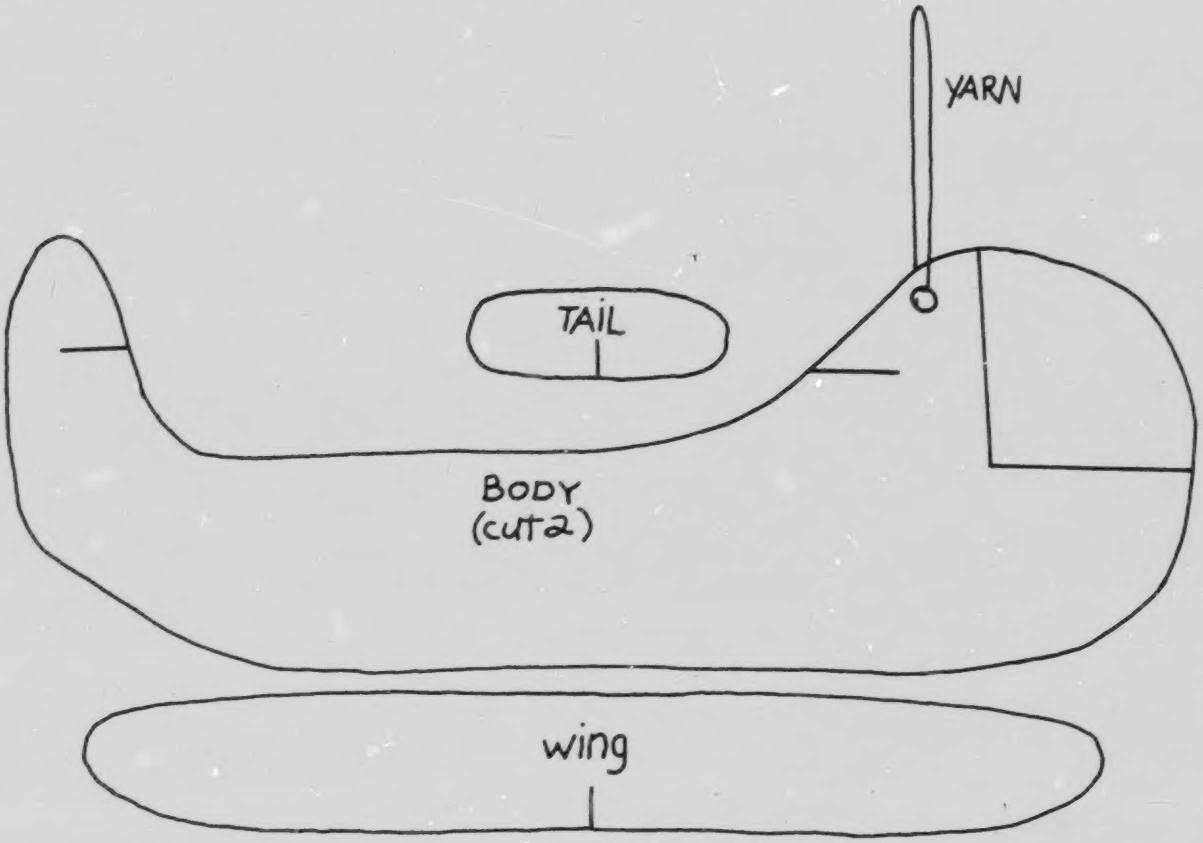
BILL: It's crazy. Ten years of this. Ten long, horrible years.

ETHEL: Ten weary, heart-breaking years.

BILL: *(vigorously)* I'd have taken him bodily and thrown him out long ago, if he wasn't your brother.

ETHEL: *(stands still for a moment, stunned)* My . . . *my* . . . brother? I always thought he was *your* brother! *(They stare at each other awhile.)*

THE END



SAMPLE ASSEMBLY LINE

1 Pattern Maker	Outline Traced
3 Cutters	Plane Cut Out of Cardboard
1 Body Assembler	Bodies Glued Together
1 Printer	Plane Numbered
2 Painters	Plane Painted
1 Final Assembler	Plane Put Together, Hole Punched in Top, Loop of Yarn Inserted and Tied
1 Inspector	Planes Inspected
1 Clean-Up Person	All Stations Kept Clean
1 Foreman	Directs Activities

CONSTRUCTION CREW WORKSHEET

What are the dimensions of the actual house supposed to be? ____________ X ____________

What are the dimensions on the scale model (scale 1' = 5/8")? ____________ X ____________

This kind of number is called ____________ ____________.

How did you get these dimensions? Show your work here:

If 1' = 5/8",

then 25' = ____________ X 1' = ____________ X 5/8".

Can you multiply a whole number times a fraction? ____________.

Change 25 to a fraction. 25 = ____________.

From above ____________ X 5/8" = ____________.

This is called a ____________ fraction.

Change it to the simplest mixed number: ____________.

This is called reducing to lowest terms.

Write the actual and scale model dimensions of the four rooms in the house:

	ACTUAL	SCALE MODEL
Living Room	________ X ________	________ X ________
Bathroom	________ X ________	________ X ________
Bedroom	________ X ________	________ X ________
Kitchen	________ X ________	________ X ________

Use the back of this sheet to do your work.

Measure one of the interior walls in the model house. The length is ____________ on the scale model. What is the length of the wall on the actual house? ____________. How did you get the length? Show your work here:

To change from the actual dimension to the scale as we did before, we performed the operation of __________.

To do the opposite – to get from the scale to the actual length – we must ______________. State the problem ______________ 0 ______________ = ______________. Can we do this operation with a mixed number and a fraction? Change the mixed number to an improper fraction. ___________ = ___________. Solve the problem. In order to solve the above problem use reciprocals. What is the reciprocal of 5/8 ? ___________. The product of 5/8 and its reciprocal is ___________ X 5/8 = ___________. Does this work for any number? ___________. Give another example:

If a garage were built on the model 16 ¼" X 17 3/8" the dimensions of the actual garage would be ______________ X ______________. Use the back of this sheet to do your work.

If you were to build a second model of your own at home to the scale of 1' = 15/24 would the size of the model be any different? ___________.

Would it be different if built to the scale of 1' = 10/16"? ___________.

Would it be different if built to the scale of 1' = 10/8"? ___________.

What conclusion can you state about these fractions? ____

____.

How did you check them to find out?

Name two other fractions equal to 6/8. ___________ , ___________.

Which of the three is the simplest? ______________. The simplest way to write any fraction or mixed number is called its *lowest terms*.

What is the simplest way to write 6/8? ___________. Is an improper fraction in lowest terms? ___________.

Is 5/8? ___________. Is 10/8? ___________.

Write these in lowest terms if they are not ______________ ______________.

DESIGN CREW WORKSHEET

What are the dimensions of the actual house supposed to be? ____________ X ____________.

What are the dimensions on the scale drawing (scale 1' = ½")? ____________ X ____________.

This kind of number is called ____________ ____________.

How did you get these dimensions? Show your work here:

If 1' = ½",

then 25' = ________ X 1' = ________ X ½".

Can you multiply a whole number times a fraction? ________ ___.

Change 25 to a fraction. 25 = ________.

From above ________ X ½" = ________.

This is called a ________________ fraction.

Change it to the simplest mixed number: __________.

This is called reducing to lowest terms.

Write the actual and scale drawing dimensions of the four rooms in the house:

	ACTUAL	SCALE MODEL
Living Room	________ X ________	________ X ________
Bathroom	________ X ________	________ X ________
Bedroom	________ X ________	________ X ________
Kitchen	________ X ________	________ X ________

Use the back of this sheet to do your work.

Measure one of the interior walls in the scale drawing of the house. The length is ________ on the drawing. What is the length of the wall on the actual house? ________. How did you get the length? Show your work here:

To change from the actual dimension to the scale like we did before, we performed the operation of ________.

To do the opposite – to get from the scale to the actual length – we must ____________. State the problem: ____________ 0 ____________ = ____________.

Can we do this operation with a mixed number and a fraction? ____________.

Change the mixed number to an improper fraction. ____________ = ____________. Solve the problem.

In order to solve the problem use reciprocals. What is the reciprocal of ½? ____________. The product of ½ and its reciprocal is ____________ X ½ = ____________. Does this work for any number? ________.

Give another example:

If a garage were drawn into the plans as 10 ¼" X 11½", the dimensions of the actual garage would be ____________ X ____________. Use the back of this sheet to do your work.

If you were to draw another set of plans at home to the scale of 1' = 5/10", would the size of the drawing be any different? ____________. Would it be different if drawn to the scale of 1' - 4/8"? ____________. Would it be any different if built to the scale of 1' = 4/2"? ____________.

What conclusion can you state about these fractions? ____

____

How did you check them to find out?

Name two other fractions equal to 6/8. ____________ , ____________. Which of the three is the simplest? ____________. The simplest way to write any fraction or mixed number is called its *lowest terms*.

What is the simplest way to write 6/8? ____________.. Is an improper fraction is lowest terms? __________.

Is ½? ____________. Is 4/2? ____________. Is 1 2/4? ____________.

Write these in lowest terms if they are not ______________ ______________ ______________.

VOCABULARY LIST

1. APPLICATION – a request for employment.
2. RESUME – brief statement giving the main points of one's life.
3. SOCIAL SECURITY – government system that provides old-age pensions for working people.
4. ADDRESS – the place where one lives.
5. OCCUPATION – business or trade.
6. EXPERIENCE – skill gained by observing, doing or living through things.
7. EMPLOYER – person or firm that gives work to one or more persons.
8. EMPLOYEE – a person who works for someone.
9. PRIOR – coming before; earlier.
10. SALARY – fixed pay for regular work.
11. SCHEDULE – a list.
12. EDUCATION – development of skill or knowledge by study or training.
13. REFERENCE – a person who can give information about one's character or ability.
14. CREDENTIALS – references.
15. SECRETARY – a person who writes letters, keeps records, etc., for a company.
16. MANAGEMENT – the person or persons in control of a firm.
17. PROFESSIONAL – one involved in a business or trade.
18. CORRESPONDENCE – letters.
19. LABORER – worker.
20. MANUFACTURE – to make by hand or machine.

CINQUAINS

Pilot

Ready, Alert
I Fly A Jet Fighter
Over Dangerous Areas
My Job!

Waitress

Willing And Fast
On The Go All The Time
With A Wonderful Restaurant
That's Life.

Teacher

Truthful, Nice, Sweet
Tries Never To Miss School
Always On The Ball With Children
Helper.

AUTOBIOGRAPHY TOPICS

One person: What person has had a great influence on your life – father, mother, brother, sister, boy friend, girl friend? What moments show this influence?

One sport: What moments of experience with basketball or football or some other sport have made a deep impression on you? How did they influence your life?

One summer: How did it change you? What moments were most important?

One day: What day was most important in your life? What day was full of fun, emergencies, sadness? You may want to describe five moments of one day and why they were important to you.

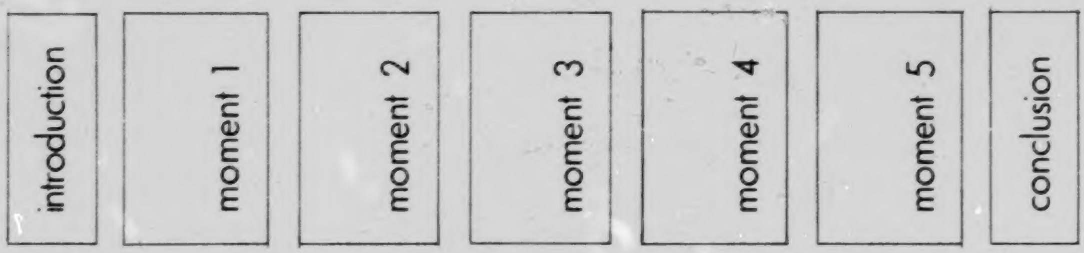
One fear: Each of us has had a fear as a child. At what moments was this fear the strongest? In what way has this fear changed or disappeared?

One death: Almost everyone has had an experience with death, perhaps the death of a pet or friend, or even the death of a stranger. What moments connected with the death do you remember most? What main meaning did you derive from this experience?

One pet: How did you get the pet? Describe the first moment of your meeting. What did the pet look like? What moments were the most delightful?

One hope or dream: What dream or hope for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?

One place: Everyone has spent many happy times in one place such as a farm, a cabin, a porch, a kitchen, a living room, a school room. What moments in this place do you remember joyously?



ABOUT ME

I haven't fully decided what I want to be. There are many occupations I wonder about. An 11-year-old boy's (or girl's) mind is always thinking of something else and never even thinking about growing up and getting a job. When you're young you're trying to get in all the playing and exercising you can.

Anyway, a few things I've wondered about (which may seem silly to you) because in your opinion I'm just a little kid writing all this to get your attention. I would like to be a statistician because I'm always making charts and writing things. Or I might try to practice medicine and be a doctor. And the last of the main three is a foreign correspondent. Thanks for listening.

– Reed Gabhart

SAMPLE LETTER

429 Grasmere Drive
Clarksville, Indiana 47130
March 21, 1973

Paul Harris, Inc.
Greentree Mall
Highway 131
Clarksville, Indiana 47130

Gentlemen:

I am interested in the sales clerk job you have available. I have had 2 1/2 years of previous experience as a cashier and sales clerk for Stewarts Department Store. I am 20 years old and have finished high school. I am a sophomore at Indiana University Southeast (IUS). If you wish to see my references, call Mr. Alexander Stewart, president of Stewarts Department Store. Mr. Stewart can be reached at 778-9210. If you are interested, please call me at 282-9474.

Sincerely,

Nancy King

SAMPLE LETTER

632 North Fairbanks Avenue
Clarksville, Indiana 47130
March 21, 1973

Eastern Bowling Lanes
Eastern Boulevard
Clarksville, Indiana 47130

Gentlemen:

I heard that you are interested in hiring more help. I would like to have an interview for this job. I am interested in both the jobs -- as a waitress or as a dishwasher. I will be 14 in less than a month and have had some experience as a dishwasher. I had a summer job last year, and there was no complaints.

I am very interested in this job and would like to start as soon as possible. Please contact me if interested.

Sincerely yours,

Julie Coombs

SAMPLE LETTER

601 Andalusia Avenue
Clarksville, Indiana 47130
March 21, 1973

Ponderosa Steak House
732 Highway 131
Clarksville, Indiana 47130

Gentlemen:

I would like to apply for the job advertised in the Friday edition of the Evening News. I am 28 years old and have five years experience in a steak house in San Francisco. I will work any shift and will work over-time if necessary. If you accept my offer would you please contact me between the hours of 3 and 11 p.m. and at 283-3868.

Yours truly,

Dennie Maier

SAMPLE LETTER

1445 Altawood Drive
Clarksville, Indiana 47130
March 21, 1973

I.G.A. at K-Mart
Highway 131
Clarksville, Indiana 47130

Dear Sir:

It has come to my attention that there is an opening for bagboy for your store.

I am 15 years of age and interested in a summer job as bagboy. My reference is Mr. Edward Bohlmann, your meat manager, and he can tell you of my qualifications.

If you are interested, please phone me at 945-1848 or send an application form to my address.

Thank you for your time.

Sincerely yours,

David Bohemann

March, 1973

TO: 11th Grade Students from New Albany and Floyd Central High

FROM: Irvin Stumler, Counselor

SUBJECT: Students helping students learn about careers

I am writing to you in hopes that you will be of help to younger students in our school corporation. Recently, elementary and high school students have asked if Prosser and On-the-Job Training students in our schools would talk with them about careers. These students would like you to tell them what you are now studying, what occupation you are planning for and other things that you feel would be of help to them in choosing a career.

Mr. Jim Williams, the Career Education Coordinator, and I are preparing a file of persons who will give their time to talk to students in classes and to students on an individual basis. We are asking if students and teachers can call on you to speak to them about your Prosser program or other training program.

We hope you will be a part of the Career Education Program by completing the information form below and returning it to your instructor or Mr. Kersey.

Thank you for helping us help students.

- -

____
Training Program

______________________________ ____________ ____________
Student's Name Grade Date
LAST MIDDLE FIRST

____
Prosser Instructor

____
Home School Counselor

______________________________ ______________________________
Morning Schedule (8:30-11:30 a.m.) Afternoon Schedule (12 noon-3 p.m.)

(Please return this to your instructor or to Mr. Kersey today.)

SAMPLE RESOURCE DIRECTORY CARDS

Career Cluster — Training Program

Name ____________________ ____________________

Last — Middle — Grade — School Year

Instructor's Name ____________________

Home School Counselor ____________________

Prosser Vocational Center Counselor

A.M. Schedule ____________________ P.M. Schedule ____________________

CAREER RESOURCE CENTER 1973 STUDENT RESOURCE DIRECTORY

Career Cluster — Training Program

Contact Person ____________________

Last — First — Middle

Business Name ____________________

Business Address ____________________ Phone ____________________

Alternate/Home Address ____________________ Phone ____________________

☐ Will visit classroom

☐ Will mail information if requested

☐ Explain career opportunities to students with appointment

☐ Will arrange class tours

COMMUNITY RESOURCE DIRECTORY FEBRUARY, 1973

T.V. OR RADIO PRODUCTION

SCHEDULE OF BROADCAST:

News Report

Sports Report

Weather Forecast

Crest Commercial

Alka-Seltzer Commercial

Out-Of-Sight

Parrot and the Plumber

Cornfield Song

Haystack Scene

Cornfield Scene

Brim Commercial

Joy Commercial

Laugh-In Scene

Sports report:

Indiana University has just won its 13th straight title in the Big 10 Swimming and Diving Championship last night. The Hoosiers scored 572 points during the three-day contest, with second-place Michigan getting only 386. Hoosier Gary Hall broke his own pool record by racing the 200-yard butterfly in one minute 50 seconds. Indiana also received first-place performances from Fred Tyler, John Holaday, John Murphy and Melvin Nash.

Charles O. Finley, owner of the world champion Oakland A's, announced yesterday that his club will use orange baseballs in three exhibition games. Finley said the A's will use the "alert" orange ball against the Cleveland Indians March 29. The orange ball will be used for half of the game, and the standard white ball the other half. After the game they will ask the fans for a voice vote to decide which ball the fans liked best.

At Hialeah yesterday, Our Native edged My Galant and Angie Light to win the 44th running of the Flamingo Stakes.

Meanwhile, at Aqueduct, Champagne Charlie won the Swift Stakes. He was ridden by Mike Venezia.

In Orlando, Florida, Little Buddy Allin finished with a five-under-par 67 to win the $150,000 Citrus Open Golf Tournament. Allin, 28, won by four strokes over Chi Chi Rodriguez.

In college basketball scores, Indiana University Southeast won the regional campus championship at Indianapolis last night. Southeast beat I.U.-Purdue 86 to 84.

The University of Louisville came from behind to whip Drake 66 to 60 at Freedom Hall.

In high school tournament play at the Seymour Regional, Seymour beat Southwestern 65 to 64. In the second game New Albany won over Floyd Central 69 to 66. In the playoff game, New Albany beat Seymour 90 to 72 to take the Seymour Regional title.

Weather Report:

Today's weather is brought to you by Mutual Trust and Deposit Company of New Albany, here to serve you. And now for the weather.

Let's take a look at the weather around the nation. A low pressure area is just off the coast of New England, and a cold front is moving southwest.

The Great Lakes area has snow flurries, but a warm front is coming up from Texas to bring warmer weather.

The Pacific states have heavy rain and showers.

In the Kentuckiana area we can expect partly cloudy skies tonight with cool temperatures. The low will be in the middle 30s.

Tomorrow will be mostly sunny and warmer with a high in the upper 40s.

Temperatures around the area at 1:00 are:

Indianapolis	28
Owensboro	32
Louisville	30
Bowling Green	36
Paducah	38

Now for the local forecast.

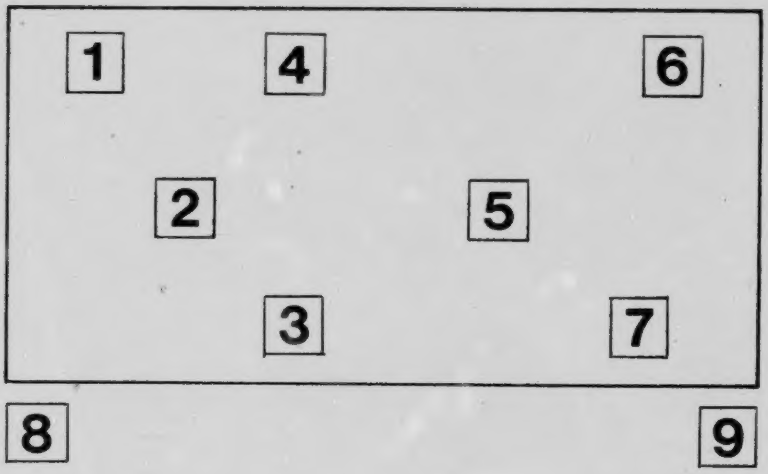
Cloudy and cold tonight
Low in the upper 20s
0 per cent chance of rain

Tomorrow:

Sunny skies
Warmer
High in the upper 40s
5 per cent chance of rain

Jokes for Laugh-In Sketch:

1.	1 asks 2	Why is winter the best time to buy a thermometer? *Because in the summer they are a lot higher.*
2.	5 asks 3	What is the end of life? *The letter E.*
3.	7 asks 4	When is a lamp in a bad humor? *When it is put out.*
4.	6 asks 2	Did Adam and Eve ever have a date? *No, they had an apple.*
5.	5 asks 1	What month has 28 days? *They all do.*
6.	8 asks 9	Why did the elephant eat a mothball? *To keep the moths out of his trunk.*
7.	4 asks 5	What comes up to your house but never goes in? *The sidewalk.*
8.	2 asks 8	Who is Ferris? *He is a big wheel at the amusement park.*
9.	3 asks 7	Why is a young lady like a hinge? *Because she is something to adore.*
10.	9 asks 8	Which side is the left side of a plum pudding? *The side that is not eaten.*
11.	6 asks 5	Why don't women become bald as fast as men? *They wear their hair longer.*
12.	2 asks 3	When is coffee like soil? *When it is ground.*
13.	1 asks 8	Why do men wear large watches? *They want a big time.*
14.	3 asks 9	What is black and white and green? *Two skunks fighting over a dill pickle.*
15.	5 asks 6	These eggs are too small. *Yeh, those darn farmers get too anxious and take the eggs out of the nests before they're ready.*
16.	7 asks 4	I can cook an eight course meal for 15 cents. *How can you do that?* Seven baked beans and a finger bowl.
17.	8 asks 9	How can you leave the room with two legs and come back with six? *Bring a chair back with you.*
18.	4 asks 2	When Columbus discovered America, where did he first stand? *On his feet.*
19.	3 asks 1	Why is the sea so restless? *Because it has rocks in its bed.*
20.	9 asks 8	When is a black dog most likely to enter the house? *When the door is open.*
21.	6 asks 5	What is an example of wasted energy? *Telling a hair-raising story to a bald-headed man.*
22.	8 asks 9	When do you have four hands? *When you double your fists.*



Layout for Laugh-In Scene

Commercials:

Joy

GIRL: I'm so nervous. My mother-in-law is coming to dinner. Should I use my old china? (*ding-dong*) Well, too late to change now.

MOTHER-IN-LAW: Hi! Oh what lovely dishes! They must be new. Why I can even see myself in them.

GIRL: Oh, they're just my old china that I washed in lemon fresh Joy. Joy cleans your dishes to a sparkling shine.

Brim

(Wife pours a little coffee in cup)

WIFE: Here's your morning ration of coffee.

HUSBAND: Oh, give me a little more.

WIFE: Remember, darling, we made a deal. Coffee keeps you up at night and makes you get up tight.

(Next day. Wife pours a whole cup of coffee)

HUSBAND: What about the deal?

WIFE: But this is Brim, the decaffinated coffee.

HUSBAND: That means I can drink all I want! Drink Brim, the decaffinated coffee, and see.

Crest

TECHNICIAN: Stay tuned Fred. You're on in two minutes.

LITTLE GIRL: (*runs on stage*) Daddy! Daddy! I've only got one cavity!

MAN: That's great, darling.

LADY: Marvelous. How did you do it?

MAN: Crest did it.

LADY: Come on. Toothpaste is toothpaste.

MAN: No it isn't. Crest gives you fluoride. Try Crest.

Alka-Seltzer

(Man goes in store)

MAN: I want some stuffed peppers.

CLERK: You're making a big mistake.

MAN: But I love stuffed peppers.

CLERK: You're still making a big mistake.

MAN: But I know what I want, and I want stuffed peppers.

(At home)

MAN: I made a big mistake! I took two alka-seltzers, and now I feel better.

Jokes for Hee-Haw Sketch:

1. My hen laid a three-pound egg. *How do you beat that?* With an egg beater.
2. My husband's head is like a door knob. *How's that?* Anyone can turn it.
3. Do you know how to keep a dumb blonde in suspense? *No.* I'll tell you next week.
4. I thought you had a beard? *I do. I keep it shaved off.*
5. You think this bus will ever leave? *I don't know. Where are you going?* Fish-hook. *Where's that?* End of the line.
6. Why is a policeman like a rainbow? *I don't know.* Because he rarely appears until the storm is over.
7. My brother-in-law only has three fingers and is a successful thief. *How's that?* He steals only bowling balls.
8. What's the best thing for hives? *Bees.*

Hee-Haw song

Why did you go and leave me alone here?
Why did you go and leave me forsuke?
Me and the kids are doin' just fine dear.
I didn't find you cause I didn't look.

Where, oh, where are you tonight, dear?
Why did you leave me here all alone?
I'd searched the world over and thought I'd found true love.
But you found another and th-th-th you was gone.

A Story About Sherrie Pate

"Ladies and Gentlemen, this is your pilot, Captain Jack Jackson. We are flying at 3,000 feet at a speed of 250 miles per hour. We expect to arrive in New York at 8:30 local time. You have probably already met our two stewardesses – Joan Fare and Sherrie Pate. We hope you enjoy your flight with American Airlines."

Sherrie Pate, one of the two stewardesses on board this flight from Chicago to New York, had been working for American Airlines for just one month. She was still excited about her new job, and as she stopped to rest for a few minutes she thought back to how she had come to be flying on this beautiful jet now high above Indiana. Sherrie thought back to her home town of Bloomington, Indiana, where her family was still living. She remembered her school days. She recalled that she wasn't always happy at school. She was restless and didn't really enjoy doing the work. But she had plenty of friends and enjoyed going to parties.

Sherrie remembered that in high school she had joined a couple of clubs. One of these clubs, she recalled, was for girls who thought they would like to be secretaries. Sherrie joined because her friends did, but she never did like the idea of becoming a secretary and having to stay in one office all day hitting away at an old typewriter. Sherrie's friends liked to sit around drinking Cokes and talking about what they were going to do when they graduated from high school.

One girl Sherrie remembered – it was Sue Porter, she thought – always said she wanted to be a model and live in exciting New York City. Poor Sue, Sherrie thought. She never did get to New York City. She married Hank the week after she graduated and has hardly even been out of Bloomington.

Sherrie's friends used to ask her, "Hey, Sherrie, don't you have any idea of what you want to do when you get out of this place?" And Sherrie would laugh and shrug her shoulders and say, "What's the hurry? I don't really care anyway." But, Sherrie thought, she did care, and as the months of her senior year in high school rolled by she began to worry just a little bit. She thought of all the times that teachers had asked her about her interests, and she had told them that she just didn't care much about anything and had laughed about it. Now she wondered, and she asked herself, "Just what am I interested in?"

In April – just two months before her graduation – Sherrie got a call from one of her friends.

"Sherrie, how about riding up to the airport in Indianapolis with my folks and me? We have to pick up my aunt this afternoon. She's coming in from Texas to stay for a few weeks. And it's such a beautiful day, we can have lunch at the airport. OK?"

At first Sherrie was going to say "no." She wasn't in real good humor, but she was bored, too, so she finally said "yes." Her friend, Pat, told her they would be by at 11 that morning to pick her up.

As they pulled into a parking spot outside the airport, Sherrie was glad she had come. It was a beautiful day, and the sky was busy with incoming and outgoing planes. While Pat's folks went to check if the plane they were meeting was going to be on time, Sherrie and her friend headed for a nearby coffee shop for a cold drink. They had a lot of fun watching the people stream in and out of the shop and trying to guess where they were going and where they had been.

The girls were just about ready to step down from their stools at the counter when two pretty girls in really sharp red, white and blue uniforms sat down next to them and placed their lunch orders.

"Gee, Sherrie," Pat whispered, "Aren't those outfits that they have on really great looking?" Sherrie nodded and looked again at the girls next to her. They couldn't have been more than three or four years older than she.

Sherrie finally could stand it no longer. She wanted to know more about these girls. "Excuse me," she said, "but would you mind telling me what kind of job you have and why you're wearing those pretty outfits?"

"Of course not," the girl sitting next to Sherrie said. "We're both stewardesses for American Airlines. We just arrived in Indianapolis after a flight from Atlanta. We're grabbing a quick bite to eat because we have to leave again shortly for a trip to Denver."

"Gee, it sounds like you're really on the go a lot," Pat said. "Do you have a home?"

"Oh, sure," answered the second of the two stewardesses. "We have an apartment in Atlanta, Georgia. That's our home base, and we're there for about three days out of the week. The rest of the time we're on flights."

"That's sounds like a pretty exciting life," Pat said. "How long have you had the job?"

"We've both been stews about two years now," the blonde stewardess answered. "And most of the time we enjoy our job a lot. Of course there are some not-so-good things about being a stew just like in any other job."

Just then Pat's parents came into the shop and motioned to the girls to join them outside.

"Well, we have to go now," Pat said. "It was nice talking to you."

The stewardesses smiled and went back to their lunch. Sherrie, Pat and the two adults went to one of the airport dining rooms where they were shown to a table near a window. The window looked out on the airport itself, and it was fun to watch the large and the small planes come in for landings and taxi to the unloading spots.

Sherrie was doing some day dreaming as she waited for their lunch to be served. The job of an airline stewardess was something she had just never thought about before. Why, in fact, she had never even been up in an airplane before.

Some small bit of excitement was still present in Sherrie when she got to school the next morning. And on a free period she went in to see one of the school's counselors. Sherrie told the counselor about what she had learned at the airport the day before and asked where she could get more information. The counselor pulled several booklets from her files that were about the job of an airline stewardess.

"Look these over, Sherrie. When you're finished, bring them back in to me. If after reading them you'd like to find out even more, we'll write away to some of the airlines."

That night at home Sherrie looked over the information. And she liked what she read.

The next day Sherrie and the counselor wrote to American, Eastern, Delta, United and Trans World Airlines for more information about stewardesses. The next two weeks brought a flood of information to the Pate home about stewardess hiring and training.

Now when Sherrie sat around with her friends talking about boys, parties, clothes and food she, too, could talk about what she wanted to do when she left high school. She wanted very much to go into stewardess training.

Sherrie's first choice of an airlines was American. She still remembered those red, white and blue uniforms that the two in the Indianapolis airport wore. She wrote to American first but also wrote to United and TWA. She heard from all three airlines and went up to Indianapolis to be interviewed by people who worked for all three airlines.

As the week of high school graduation rolled around Sherrie was getting a bit nervous. She hadn't heard from anybody yet.

The Thursday of graduation was a beautiful day. As Sherrie rolled out of bed that morning she was in a pretty happy mood even though a bit worried about what she was going to do after graduation. She knew she wanted to start earning money soon so that she could buy some things for her mother.

That morning the mail came early and with it a letter from American Airlines accepting Sherrie for stewardess training. Her class would begin June 30 at the American Airlines training school for airline stewardesses in Miami, Florida. Sherrie had already learned that each airline had its own training school for its own stewardesses.

Sherrie was so happy she couldn't wait to see her friends at the graduation ceremony and tell them the good news.

So on June 29 Sherrie was at the Indianapolis airport – this time not just to watch the planes take off and land but to board one of the beautiful big jets herself.

Sherrie enjoyed the three months that she was in training. It wasn't all easy. In fact many times she wondered if she could ever make it. She had to learn how to deal with all sorts of people. An airline stewardess must deal with all ages of people and all types. Some are very scared and must be helped over their fears. Some are always asking the stewardess to do things for them. Some get sick, and a stewardess must learn quite a bit of first aid in order to take care of her passengers. There was much practice in serving food to people. It's not that easy a job to serve trays and pick them up from 80 to 120 people in a short amount of time.

Sherrie also learned how to make herself look even more attractive. An airline stewardess must try to look her best at all times. She learned which ways her hair looked best and the right kind of makeup to use.

An important part of training was what to do in case of emergencies. The girls in training had to learn how to get the emergency doors open in a hurry, how to get the passengers to prepare for a crash landing and how to get them out of the plane in a hurry after such a landing before a fire could break out.

No, it wasn't that easy. Many evenings were spent in study of geography, airline regulations and first aid manuals. The girls had to learn the things to do and the things not to do in case a hijacker was on one of their planes.

But in October came the day that the girls in Sherrie's training class had been waiting for. Another graduation day for Sherrie. It was then that she learned that she was going to be assigned to the Chicago to New York flights of American Airlines. She and three other girls from her class would have Chicago as their home city. So they decided to rent an apartment together.

"So much has happened in the last six months," Sherrie thought as she had a quick cup of coffee before getting ready to serve a snack to the 93 passengers aboard this Chicago to New York flight. And as she set down her cup, she smoothed back her hair, straightened her blue cap and smoothed out the pretty red, white and blue uniform of the American Airline stewardesses.

The End – but not really.

CAREER EXPERIENCE KITS

Career kits are designed to enhance the student's awareness of specific job possibilities. Within any cluster choose a job that exists locally or would be of interest to your students and develop a kit using small boxes (12" x 8" x 5" approximate). Identify the cluster and job on the end and top of each box. All materials to be included should be selected so that they will fit within the box.

Include the following in each Career Experience Kit:

1. Actual taped interview with an employee on the job;
2. Three individual or small group activities for independent work designed to increase job awareness;
3. Software such as maps, cartoons, pictures, graphs, diagrams, charts and small tools used on the job;
4. Include terms unique to the job, defined so that children can easily understand them.

(For more information contact Elkhart Career Education Project.)

CAREER CLUSTER PACKETS

Using the "Popeye" character comic books published by King Features and other free materials provided by the Indiana Employment Security Division, life insurance companies, Indiana Vocational Technical College and other sources, packets were developed for each of the 15 career clusters established by the U.S. Office of Education.

Each packet includes a 5" x 8" card listing specific activities for the student to follow, e.g.,

- Read "Popeye and Communications and Media Careers"
- Complete worksheet in packet
- Read 3-4 career briefs in packet
- Interview someone who works in communications

Place packets in the school library, learning resource center, classroom or other area where children can work individually. Encourage students to use this free time to browse through a packet and follow the directions. (For further information contact Thompkins Elementary School, Evansville.)

GUEST SPEAKERS VIA TELEPHONE

Clarksville Middle School students talk to people involved in a variety of careers without ever seeing the speaker. By using the Bell Telephone Conference System consisting of a telephone unit, two microphones used by the interviewers and a speaker for amplification, students investigate the world of work without leaving their classroom. For example, Captain Kangaroo was a conference phone guest at a Clarksville PTA meeting. Sixth grade students in Mrs. Frances Arnold's class interviewed him while he was a guest on a local radio program. The audience was delighted, and the students learned more about the entertainment world.

Information on costs and a free demonstration: Costs include a charge for initial hookup and a monthly rental fee. Additional information on costs and requests for a demonstration may be arranged through a local Bell Telephone Company representative.

TEACHER-MADE STORIES

Honesty:

Buddy was hungry. He knew he was not to eat a snack right before meal time. Since his mother was in the yard, he ate a snack (a cookie and an apple).

Later, Buddy could not eat his dinner. Father and mother thought he was sick.

* * * *

What should Buddy do?

Tell mother about his snack?
or
Let mother and father think that he is sick?

If Buddy does not tell about his snack, what do you think might happen?

What lesson might Buddy learn?

What would you have done?

Punctuality:

Buddy's class was invited by the other first grade class to a "Fun" party. Each child had to make and wear a mask to the "Fun" party.

The children started to make their masks right away. Buddy looked around as usual and did not start his mask until the other children were almost finished.

Just as Buddy was getting a good start on his mask it was time to go to the "Fun" party.

* * * *

What should Buddy do?

Stay in the room and finish his mask?
or
Put his partly finished mask on and go to the "Fun" party?

What lesson might Buddy have learned?

What would you have done?

FORECASTING QUESTIONNAIRE*

1. When I grow up I would like to be ______________________ .

2. When I get older I would like to see ______________________ .

3. What will it be like for me in the next grade?

4. What kind of adult (or parent) would I like to be?

5. What friends that I now have would I like to have when I grow up?

6. What might I look like?

7. Where might I live?

8. What might my home be like?

9. What style of clothes would I like to wear?

10. What amount of money might I earn?

11. What job would provide that income?

12. If my job requires that I work only three days a week, how will I spend my spare time?

13. What kind of transportation might I use?

14. What things that I consider to be important now will I want to teach to others?

15. Is it possible for me to make some contributions to society?

16. What things might I do to make me a better person?

17. What preparations can I think about now to prepare me for reaching my goals in the future?

---

*IGNITING CREATIVE POTENTIAL, Project IMPLODE, Salt Lake City, Utah, page 119.

CIRCLE THE *BEST* ANSWER*

T F 1. More workers are employed as police officers than in any other service occupation.

T F 2. Most workers in service occupations require the same amount of education.

T F 3. A practical nurse must have at least two years of college.

T F 4. Employment in the service occupations is found only in towns having more than 10,000 in population.

T F 5. Service occupations involve doing things for other people.

T F 6. A minimum of a high school education is required to be considered for employment as a stewardess.

T F 7. Catering to the whims and tastes of people is a major part of the duties of some service workers.

T F 8. A pleasing manner and appearance are desirable traits for persons considering employment in service occupations.

T F 9. Mechanical engineers are classified under Level 2 in the service occupations.

T F 10. Parole officers are usually required to have a college education.

Answers to suggested review survey: 1,F; 2,F; 3,F; 4,F; 5,T; 6,T; 7,T; 8,T; 9,F; 10,T

**OCCUPATIONAL ORIENTATION, An Introduction to the World of Work*, Jackson, Mississippi, page T-132.

SUGGESTED GUEST SPEAKERS

(As used by Career Project Schools)

1. County home demonstration agent

2. Disc jockey

3. Federal, state and local law enforcement agencies
   a. FBI
   b. State Police
   c. Local police officer
   d. Sheriff
   e. Deputy
   f. Parole probation officer

4. Health services
   a. School nurse
   b. R.N.
   c. Doctor
   d. Orderly
   e. Medical secretary
   f. Hospital administrator

5. Public servants
   a. Mayor
   b. County commissioner
   c. Judge
   d. State representative

6. Local business representatives
   a. Banker
   b. Newspaper reporter
   c. Insurance salesman
   d. Beautician
   e. Lawyer
   f. Telephone repairman
   g. Mechanic
   h. Veterinarian
   i. Labor union representative
   j. Management representative
   k. Interior decorator
   l. Farmer

7. School workers
   a. Janitor
   b. Teacher
   c. Secretary
   d. Principal
   e. Counselor
   f. Cook
   g. Repairman
   h. Architect

8. Social agencies
   a. Local youth agency counselor
   b. Social worker

9. Parents (Ask parents to share their job experiences with class.)

10. Technical fields
   a. Printer
   b. Electrician
   c. Draftsman
   d. Welder
   e. Bricklayer
   f. Carpenter

11. Governmental agencies
   a. Surveyor
   b. Postman
   c. Tax auditor
   d. Military recruiter

12. Airline stewardess

13. Model

Name:

Address:

Telephone:

Dear Parent,

As a member of Benton Community, you are important to us in many ways – too many to list them all. But one is the fact that you can help us direct our young people toward a better understanding of the world of work.

In the 7th grade, we are interested in exploring as many areas of work as possible. The best way to learn about a job is to ask the one who knows the most, the worker. I would appreciate it very much if you would fill out the following information and have your daughter or son return it to me.

1) Occupation:

2) Would you like to talk to a class about your job? Yes ______ No ______

3) Would you be able to take time from your job and come to school to talk to a class? Yes ______ No ______

4) Would your job be related to math? That is, can we also show how math is used in your profession?
Yes ______ No ______

5) Would you object to being video taped? Yes ______ No ______

If you have any questions please feel free to call me at Benton Central between 3:00 and 3:30.

Thank you for taking your time to answer the questions. If your answer to No. 2 is "yes," you may hear from me again in the near future. Thanks again.

Mrs. Garber
7th Grade math teacher
Benton Central Jr. High

SEVENTH GRADE CAREERS PROJECT

Sing to tune of WHEN JOHNNY COMES MARCHING HOME

There are careers for you and me
There are
There are
There is much choice for you to see
There is
There is
I hope that you will find a career, that you are very interested in,
And we'll all feel gay when you find a job you like.

One student says:	AWARENESS
Second student:	EXPERIENCE
Third student:	EXPLORATION

EVERYONE: Well, let's see – – – – MMMMMMM

Sing to the tune of GEE, I WANTA GO HOME

Verse: I think I'll be a waitress,
They say it's mighty fine.
I'll serve the people letter soup,
And make them stand in line.

Chorus: That's the career I want to do.
Gee, I think it's swell.
Don't you think it's swell too?

Verse: I think I'll be a stewardess,
And stand out by the gate;
They'll give me a hundred dollars,
And only take back eight.

Verse: I think I'll be a doctor,
And give the children shots.
But when it comes to shoestrings,
I'm all tied up in knots.

Verse: I want to be a teacher;
That's really fine for me.
I'll learn to teach the students
The letters A to Z.

RADIO PROGRAM UNIT

1. *Name of the unit*: "A Man's Work"

2. *Grade level and subject matter of the unit*:
   "A Man's Work" is a unit for the 5th and 6th grade levels. It also involves PVE classes from the two senior high schools in the New Albany-Floyd County School Corporation. The unit encompasses various career fields throughout the year.

3. *Nature of the unit*:
   "A Man's Work" consists of a series of 24 taped interviews with two individuals in each of 12 career clusters. The individuals are interviewed by a high school student in the FM radio class. Each of these interviews are broadcast twice to the 5th and 6th grade students in the school corporation.

   My role in this unit is to use the interviews to develop activities relating to each program to send out to the students before the broadcasting date. I have developed crossword puzzles, "seek and find" games, stories with blanks to be filled in, vocabulary games, scrambled words and questions to be answered by the students to give them information to make up their own games to mail back to me at the Center.

   After the classes listen to the taped interviews, teachers direct the students in completing the activities. Teachers are asked to report back to the Center student reactions and their own comments.

4. *Objectives of the activities program*:
   1. Students will become aware of career possibilities in this area.
   2. Students will know the basic qualifications and activities involved in reported careers.
   3. Students will develop skills of listening and recall.
   4. Students will learn new words through vocabulary games and puzzles.
   5. Students will begin to think about their careers and interests.

5. *Problems in producing the program*:
   The radio station broadcasting the program is operated by students; the interviews are held and taped by a student, and the beginning of the year was a time of coordination and cooperation for these students. We did have a couple of programs miss the broadcasting schedule. This caused an inconvenience and a lot of extra work. This problem has been solved. The tapes are now being broadcast during their scheduled time period. Those programs that missed their first broadcast date were played at a later date. All programs are back on schedule.

   Another problem we have had to face has been the quality of radios in the classrooms. Without a good FM radio, the broadcast is not clear; this makes listening difficult. With the cooperation of the Audio-visual Coordinator of the school corporation, efforts are being made to supply participating classes with good radios and speakers which will greatly increase the quality of reception. This improvement will also increase the enthusiasm among teachers and students.

Sample Resource Persons:

- Nurse
- Veterinarian
- Truck driver
- Carpenter
- Conservation officer
- Fireman
- Management
- Pilot (commercial airlines)
- Policeman
- Printer
- Disc jockey
- Welder
- Heavy equipment operator
- Crew member on a barge
- Florist
- Farmer
- Clockmaker (hobby)
- Secretary
- Actor
- Director
- Assembly line worker
- Race car driver
- Motorcycle racer

MOTORCYCLE RACER

Find and circle the following words in the puzzle below. Remember that the words may run up and down (could be backwards) or diagonally. See how many you can find.

backing
bike
boots
circuit
Daytona
enduro
effort
equipment
event
handling
helmet
hobby
jumps
knee pads
leather suits
manager
mechanic
meet
money
motorcross
motorcycle
mouth guard
personality
private
racing
reflexes
rider
roadrace
safety
salesman
scrambles
skill
speed
sport
stamina
time
track
win
work

M	E	C	H	A	N	I	C	G	R	E	C	I	R	C	U	I	T
Y	A	T	G	N	I	L	D	N	A	H	L	B	J	T	Y	N	I
X	E	N	O	M	I	J	Q	V	Z	O	R	U	D	N	E	W	M
Y	W	N	A	N	E	V	E	N	T	B	F	E	B	M	K	S	E
T	V	O	O	G	M	L	Q	V	R	B	X	W	P	L	I	E	V
E	O	O	P	M	E	G	B	J	O	Y	J	I	A	R	D	X	T
F	V	K	R	O	W	R	G	S	F	D	U	I	T	H	R	E	C
A	U	S	I	U	R	X	N	L	F	Q	W	E	J	Y	E	L	S
S	N	T	V	T	A	Q	I	M	E	K	M	Z	D	M	J	F	J
S	A	B	A	H	G	G	K	L	N	L	R	I	D	E	R	E	U
O	M	H	T	G	N	D	C	P	E	L	M	F	K	N	E	R	M
R	S	C	E	U	I	Y	A	H	O	I	E	P	R	C	O	P	P
C	E	I	K	A	C	J	B	T	L	K	N	E	E	P	A	D	S
R	L	S	C	R	A	M	B	L	E	S	P	O	R	T	Q	R	S
O	A	W	O	D	R	N	R	O	A	D	R	A	C	E	S	U	T
T	S	T	A	M	I	N	A	A	N	O	T	Y	A	D	K	Z	O
O	O	Y	X	W	P	E	R	S	O	N	A	L	I	T	Y	I	O
M	L	E	A	T	H	E	R	S	U	I	T	S	V	B	C	A	B

RACE CAR DRIVER

Words in this puzzle are about race car drivers and racing. Remember the words may run any direction and may be backwards. Hope you find all of them. As you mark words, try to relate them to racing. Good luck!

ARCA
ASA
cars
drags
driver
endurance
expensive

fireproof suit
good luck
helmet
late model
license
midgets
NASCAR

pit crew
professional
promoters
racing
reflexes
safety equipment
shoulder harness

sprints
stocks
track
travel
USAC
work
sponsor

T	I	U	S	F	O	O	R	P	E	R	I	F	A	S
N	P	J	U	C	D	L	S	T	N	I	R	P	S	P
E	R	N	S	E	S	N	E	C	I	L	P	E	A	O
M	O	G	A	L	E	V	A	R	T	C	N	S	N	N
P	F	F	C	S	L	R	M	P	O	R	E	T	N	S
I	E	W	E	R	C	T	I	P	A	X	W	O	K	E
U	S	H	E	A	V	A	X	H	E	Z	B	C	R	R
Q	S	E	C	C	G	K	R	L	M	V	U	K	O	E
E	I	L	N	R	C	E	F	S	I	L	P	S	W	V
Y	O	M	A	A	D	E	S	D	D	K	J	L	B	I
T	N	E	R	L	R	F	J	O	G	N	I	C	A	R
E	A	T	U	L	E	D	O	M	E	T	A	L	J	D
F	L	O	D	R	A	G	S	H	T	E	I	T	M	S
A	H	N	N	E	X	P	E	N	S	I	V	E	L	J
S	O	E	E	Q	T	N	R	E	T	O	M	O	R	P

SECRETARY

Below is a list of terms that relate to the occupation of secretary. Find the following words and groups of words in the puzzle below. Remember that they can be found going all directions.

advancement
business
calculator
clerk
dictaphone
dictionary
English
files
high school
intensive lab
interest
legal
mail
men
personality
medical
public
receptionist
shorthand
secretary
spelling
reports
telephone
typewriter
typing
visitors
women

G	O	F	R	D	A	D	V	A	N	C	E	M	E	N	T	V
H	I	G	H	S	C	H	O	O	L	L	N	V	S	X	E	X
I	N	F	H	H	L	K	U	T	P	A	G	X	E	K	R	M
N	T	L	S	O	G	R	V	Y	N	C	W	Z	L	E	N	R
T	E	E	I	R	E	C	E	P	T	I	O	N	I	S	T	L
E	R	X	L	T	K	L	J	I	W	D	M	R	F	E	E	J
N	E	I	G	H	R	E	G	N	Z	E	E	Z	F	C	L	Y
S	S	B	N	A	O	R	B	G	V	M	N	Q	W	R	E	T
I	T	L	E	N	N	K	S	T	R	O	P	E	R	E	P	I
V	K	E	D	D	I	C	T	I	O	N	A	R	Y	T	H	L
E	R	V	P	L	G	N	I	L	L	E	P	S	J	A	O	A
L	P	J	A	F	K	M	R	P	R	O	S	S	E	R	N	N
A	B	G	D	C	F	R	L	I	A	M	Z	K	V	Y	E	O
B	E	M	J	T	S	E	N	O	H	P	A	T	C	I	D	S
L	V	I	S	I	T	O	R	S	S	E	N	I	S	U	B	R
F	L	S	G	R	E	T	I	R	W	E	P	Y	T	V	W	E
C	A	L	C	U	L	A	T	O	R	C	I	L	B	U	P	P

FIREMAN

A fireman has many duties to perform each day. Below are words that are related to his work. Can you find them?

- axes
- broom
- captain
- chief
- gas mask
- fifty-six
- fire
- fireman
- first aid
- ladder
- hammer
- interested
- hose
- house
- pipeman
- driver
- mop
- pension
- physical
- rules
- report
- rescue
- retire
- routine
- truck
- saw
- shift
- strict
- tools
- union
- maintenance
- take-home pay
- training tower
- retirement
- tar paper
- application
- extinguisher
- assistant chief
- high school

T R A I N I N G T O W E R E V I R D L P A

A F U G Z O X T P C B S V Y R E H K J X S

K L I U F T I L Z T R U C K J R E M E H S

E R Z H A V S T A O L O E U R N S S D I I

H E G R S I Y N S O A H M E E G T O T G S

O P V Z Q S T C H L U T M Z D A W T E H T

M O Q T R B F D G S X C V B D J G A H S A

E R C R E T I R E M E N T U A Y R R M C N

P T A J T G F E N S L L T B L P E P U H T

A P P L I C A T I O N B U R C H S A R O C

Y G T D R U L E K O U T T O E Y C P Z O H

Z K A U E V I C J G N J V U R S U E F L I

H L I F J N A M E R I F E T E I E R V T E

A P N A M E P I P C O I T I D C I J F D F

M U L A S K C O M Y N R D N W A C H Q O Q

M O P Q R U L E S Q H S B E O L N N O L P

E T P E N S I O N B P T X H J G A W A S Z

R L F F R D M J Z F M A I N T E N A N C E

U U I T S T R I C T I I N T E R E S T E D

B R G E T S R K V P H D L U V R M O O R B

E X T I N G U I S H E R T M K S A M S A G

CREW MEMBER ON A BARGE

Mr. Richardson was *eighteen* when he began working on barges. He does all sorts of things when he works, such as washing windows and tying barges. There are usually *ten* men in a *crew* on a *barge*. Barges are moved along by *towboats*. The barges are taken all the way down the river to *New Orleans*, and Mr. Richardson has been there. The crews *eat* and *sleep* on the barge. They eat well. As you heard, they have *steak* at least twice a week. When the crew needs more food or clothes or when they receive mail, they do not go to shore for them; another boat brings the items to them. They never stop. The crew members work six-hour shifts – on from 6 to 12 noon, off 6 hours, back on 6 to 12 midnight, off 6 hours, etc. Each member is on call 24 hours a day. There is no formal training to become a crew member, but *common sense* is a must. You can't have crew members walking off the end of the barge! Barges haul all sorts of things, such as *coal*, *gasoline* and *chlorine*. Of the various *cargoes*, chlorine is the most dangerous. Working on a barge is a fairly *safe* job. The accident rate is very low.

Doesn't it sound interesting and exciting!

U	C	O	M	M	O	N	S	E	N	S	E	T	Y
T	H	F	T	W	E	R	T	Y	U	T	I	O	N
R	L	A	O	C	N	B	V	C	X	E	Z	P	E
G	O	E	W	R	M	U	G	R	I	A	H	K	W
B	R	H	B	E	C	A	A	T	R	K	V	I	O
E	I	K	O	W	B	C	S	A	F	E	C	J	R
A	N	F	A	I	L	U	O	J	F	R	I	B	L
T	E	N	T	P	E	E	L	S	D	K	P	R	E
W	A	S	S	F	G	J	I	P	N	E	B	C	A
E	I	G	H	T	E	E	N	X	N	R	Z	T	N
C	A	R	G	O	E	S	E	G	R	A	B	G	S

Can you find the italicized words?

FARMING AS A CAREER

Complete the statements below by filling in the barn puzzle with the words that fill in the blanks. The number of the statement corresponds with the numbered row of blocks in the roof (across) and the side of the barn (down).

ACROSS

1 & 2. A person wanting to become a professional farmer must love ____(1)____ and like to work with ____(2)____ .

3. The key to being a successful professional farmer is being a good business ____(3)____ .

4. As far as extra jobs, a farmer must be a "Jack of all ____(4)____ ."

5. Of a farmer and a salaried employee, the ____(5)____ is in a more difficult position in terms of money management.

6. A large percent of tomorrow's farmers will need a ____(6)____ in agriculture or in business.

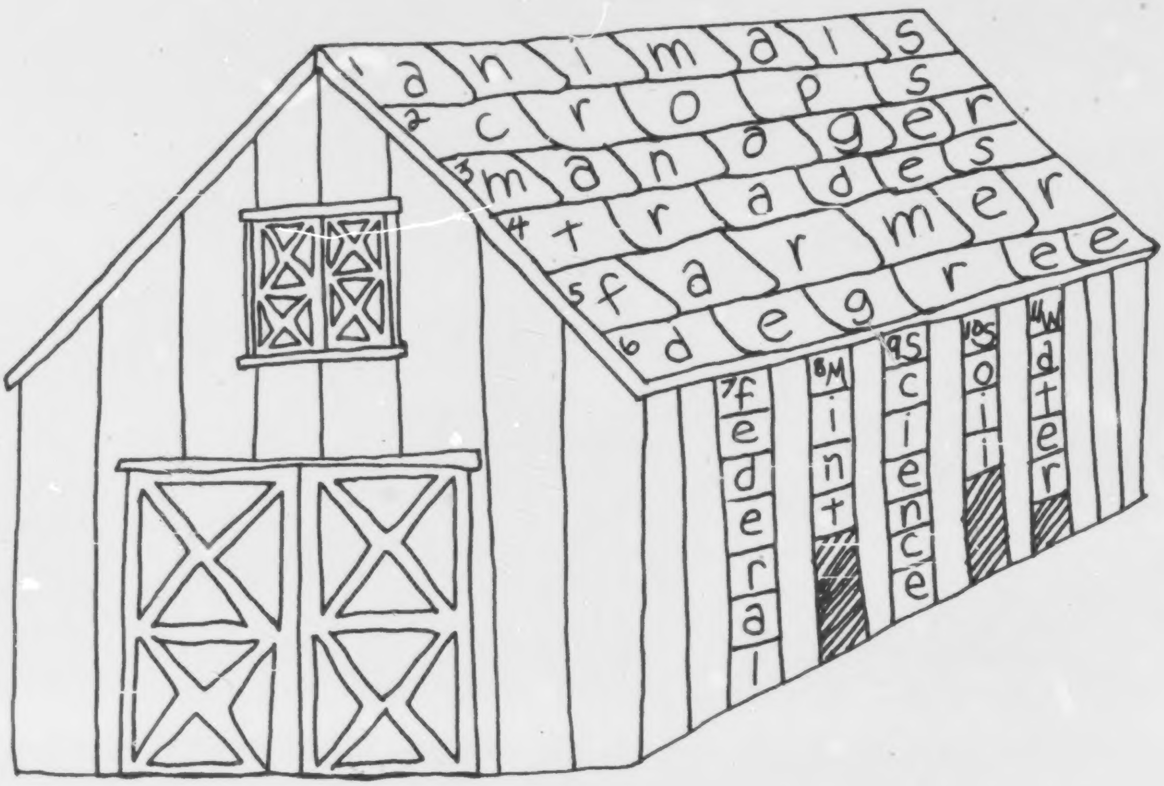
DOWN

7. Farmers can receive ____(7)____ aid in some cases to help them get started or to help them continue their education.

8. Specialty crops might include tomatoes in this area and ____(8)____ used in making candy and chewing gum.

9. ____(9)____ is more important to the farmer today than it was for your grandfather as he prepared his crops.

10 & 11. Anyone can get good advice and help concerning the land and crops to grow from such places as the County Extension Agency and the ____(10)____ and ____(11)____ Conservation Agency.



CLOCKMAKER

Anyone with a job has time for a hobby. As young people, we need to think of what we would like to do with our leisure time just as we think of what kind of work we would like to do some day.

The clock below looks as though it could use some help. Maybe you can help.

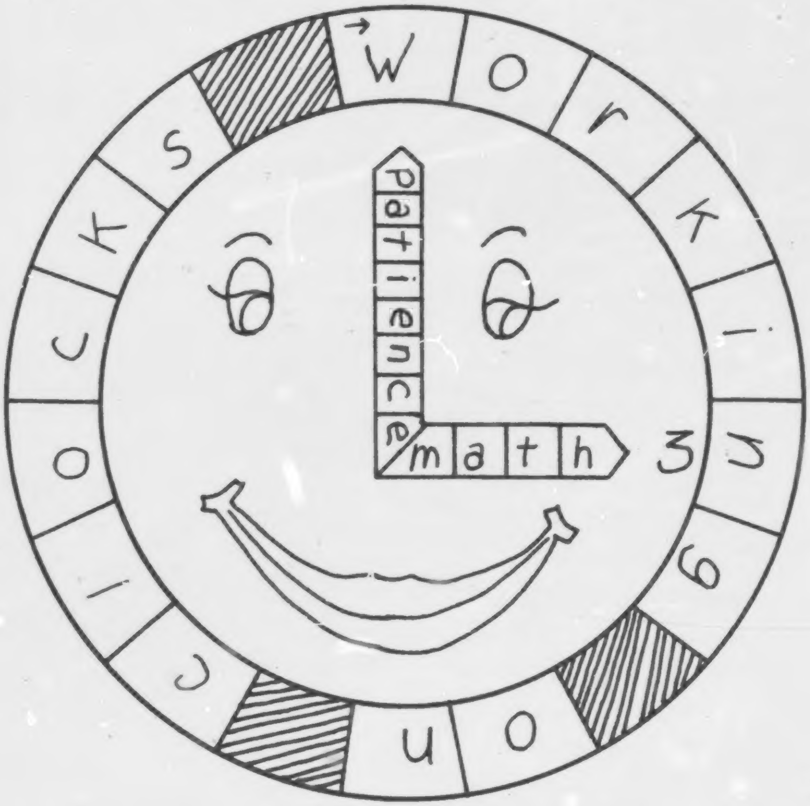
STARTING WITH THE BLOCK WITH AN ARROW IN IT ON TOP OF THE CLOCK, FILL IN THE BORDER WITH THE WORDS THAT COMPLETE THE THREE BLANKS BELOW:

> A hobby expressed by the puzzle below is: *Working on clocks*. It is a very interesting hobby and makes leisure time sound more exciting. A lot about the history of clocks can be learned through a hobby such as this.

THE ONLY NUMBER ON THE CLOCK IS THE *3*. Put the other numbers in their proper places.

THE HANDS ARE MARKED OFF TO BE FILLED IN. Two basic skills for this hobby are a lot of *patience* and *math skills*.
(1)
(2)

HAVE YOU EVER SEEN THE INSIDE OF A CLOCK? THEY ARE REALLY FASCINATING!!



HEY! DO YOU KNOW WHY THE CLOCK IS SMILING? WELL, JUST LOOK WHAT TIME IT IS?!!

VETERINARIAN

Read each statement carefully and fill in the blanks with the word that correctly completes the blank. Notice the blanks are divided. Each mark indicates a letter so you can tell the number of letters in the correct word to complete the blank. After you have filled in all the blanks to a puzzle, take the circled letters in your answers, unscramble them and determine the seven kinds of animals which would be studied in veterinary school. (There is one animal in each puzzle.)

PUZZLE A:
1. A Ⓒ O L L E G E education is required to become a veterinarian.
2. Ⓣ W O years of the training is in preparation for veterinary school.
3. A person would have to Ⓛ I K E animals and people to be a vet.
4. If a person can't get his animal to a vet by himself, he might call a Ⓣ A X I .
5. One interested in this field should take as many S C I Ⓔ N C E courses as he can in high school.
6. A vet does not run an Ⓐ M B U L A N C E service for the people.

C T L T E A – CATTLE

PUZZLE B:
1. M Ⓞ N E Y is the greatest burden in beginning as a veterinarian.
2. Dr. Boone has equipment to Ⓣ R E A T animals in his clinic.
3. It takes a number of years to build up a good Ⓟ R A C T I C E .
4. A vet must understand P E O P Ⓛ E as well as animals.
5. An important course in high school and college is C H E M I S T R Ⓨ .
6. Dr. Boone also does some S Ⓤ R G E R Y in his clinic.
7. A vet does not serve an A P P Ⓡ E N T I C E S H I P as such, but he may work with another vet his first year in practice.

O T P L Y U R – POULTRY

PUZZLE C:
1. The average salary for a vet varies but is around $20,000 to $30,000 a year. Dr. Boone thinks this average is a little H I Ⓖ H .
2. He began investigation into this field when he was a Ⓢ O P H O M O R E in high school.
3. A vet is on call T W E N T Y - F Ⓞ U R hours a day.
4. Another course that is important to take in high school is M A T Ⓗ .

G S O H – HOGS

PUZZLE D:
1. Some vets work only with L A R G Ⓔ animals.
2. Another related course that is important to take is Ⓟ H Y S I C S .
3. A field related to the vet is the animal T E C Ⓗ N I C I A N .
4. Some vets work only with Ⓢ M A L L animals.
5. If a vet works with all animals, he is said to have a M I X Ⓔ D practice.

E P H S E – SHEEP

PUZZLE E:
1. A person must put in an Ⓐ P P L I C A T I O N for an approved College of Veterinary Medicine.
2. A vet will have a well-rounded B A C K Ⓖ R O U N D .
3. A minimum of Ⓢ I X years college training is required.

4 & 5. Before being accepted into veterinary college, a person must pass both an (4) Ⓞ R A L interview and a (5) W R I Ⓣ T E N test.

A G S O T – GOATS

PUZZLE F:
1. The surgery Dr. Boone performs most is A B D Ⓞ M I N A L surgery.
2. Another course that one should take in school is B I O L O Ⓖ Y .
3. A vet must be L I C E N S E Ⓓ in the state in which he practices.

O G D – DOG

PUZZLE G:
1. A vet must R E G I S Ⓣ E R every two years with the state in which he practices.
2. If there were an outbreak of rabies, a rabies Ⓒ L I N I C might be set up.
3. A vet must pass State Board E X Ⓐ M I N A T I O N S .

T C A – CAT

DIRECTIONS: Find 37 jobs and two words which mean *job* among the following letters. The name of the job is sometimes read forward, at other times backward, up, down or diagonally. Draw a circle around the jobs. Good luck!

C A R E E R B M N U R S E C Y
A H O R S E L A W Y E R D L F
R A E T E A M I R A C H O O I
P P X M O R E L A B H I C W R
E P O L I C E M A N E S T N E
N Y E A O S T A M M F R O C M
T Y P I S T T N A A O O R O A
E E L E C T R I C I A N T O N
R H O S P O O L T D V S O K Y
C O S M E T O L O G I S T L S
H S E A E C E I R T A U C I S
A T N S A C R A N O T M A B A
U E G O I E H E C S O A S R L
F S I N D T D A T H R Y H A E
F S N L M O R E N A E O I R S
E V E F A R M E R I R R E I M
U W E E N P I L O T C Y R A A
R E R B R I C K L A Y E R N N
O C C U P A T I O N P I L O T

I. This is me!

   A. My life.

      1. My birthplace and date
      2. Places I have lived
      3. My family
         a. My brothers and sisters
         b. How I get along with my family

   B. My personality.

      1. Things I like to do
      2. Things I don't like to do
      3. Things that have made me happy
      4. Things that have made me sad
      5. What it is that makes me different from everyone else

   C. The world I live in.

      1. Things I like about my school, town, state, country
      2. Things I would change if I could

   D. My future.

      1. What I would like to become
      2. Why?
      3. How I plan to reach this goal
      4. What qualifications I have which suit me for this kind of work

   E. My philosophy of life.

      1. Why I am on earth
      2. What contributions can I make?
      3. To me, the meaning of life is . . . .

PERSONAL PREFERENCE CHECKLIST

1. Make a list of jobs in which you are interested in and the capabilities needed for each; use back of sheet if needed.

First Choice	*Second Choice*
A. ____________________	A. ____________________
B. ____________________	B. ____________________
C. ____________________	C. ____________________
D. ____________________	D. ____________________
E. ____________________	E. ____________________

2. How can you change your capabilities so that you have the needed capabilities in question 1?

Job 1	Job 2
A. ____________________	A. ____________________
B. ____________________	B. ____________________
C. ____________________	C. ____________________
D. ____________________	D. ____________________
E. ____________________	E. ____________________

Mark the following list for capabilities that you feel you possess.

Pleasing personality ______

Cheerful ______

Like to meet people ______

Like to work alone ______

Studious ______

Like to think things through ______

Like to work with hands ______

Good manual dexterity ______

Patience ______

Drive ______

Stick-to-itiveness ______

Like English ______

Like mathematics ______

Like science ______

Like social studies ______

Like home economics ______

Like music ______

Like woodworking ______

Like to work on motors ______

Like to change rules of a game to see if it is better ______

Like to tear things apart to see what makes them work ______

PERSONAL PREFERENCE CHECKLIST (Con't.)

Like to read ______

Like to add and subtract ______

Like to talk ______

Like to listen ______

Get enthused with team spirit ______

Like to travel ______

Like to do things at home ______

Like to go to parties ______

Like all kinds of people ______

Persuasive ______

Honest ______

Helpful ______

Squeamish ______

Good eyesight ______

Good hearing ______

Sympathetic ______

Thinker ______

Doer ______

Kind ______

Price of accomplishment ______

Stand alone ______

Sharp dresser ______

Casual dresser ______

Like to cook ______

Like to sew ______

Always smiling ______

Always happy ______

Friendly ______

Like to be outdoors ______

Like to be active ______

Like clean work ______

Like to get dirty ______

Tactful ______

Good health ______

Imagination ______

Critical thinking ______

Ability to express ideas ______

Versatile ______

Co-operative ______

Team work ______

Compromise ______

Occupation of father ______________________________________

Occupation of mother ______________________________________

"ME IN THE FUTURE" QUESTIONNAIRE

1. If by *magic* we could make you into any type of person you would like to be, what vocation or occupation in life would you choose? ____________
2. Accepting yourself as you are, your intelligence and family finances and your physical build, what would you like to become? ____________
3. What do you honestly think you will become when you grow up? ____________
4. What do you think your parents would like for you to become? ____________
5. What is the occupation or vocation of your parents? ____________
6. What do you consider the most important thing to look for in choosing what you will become? ____________

NAME ______________________________

AGE ________________

GRADE ________________

CLASSIFY YOUR INTELLIGENCE (circle one) Very Intelligent, Above Average, Average, Below Average

HEIGHT ________________

WEIGHT ________________

LETTER WRITING

Make your entrance into the business world as gracefully as possible by learning all the necessities of writing a business letter. *Business* letters are communications within the business world – letters for orders, for information, financial statements and payment of debts.

There are four important "C"s to remember any time you write a business letter. A business letter should be:

1. COURTEOUS – be pleasant. Never be rude, for your request will go unanswered.
2. CLEAR – State your purpose for writing. Reread the letter and make sure that it leaves no confusion in the reader's mind.
3. CONCISE – Make your request in as few words as possible, but don't forget to be courteous. Busy people appreciate not having to spend extra time reading unnecessary words.
4. CORRECT – Follow the correct form for a business letter. There are six distinct parts. Proofread for spelling and punctuation errors. Fold the paper correctly, and follow the standard form for addressing the envelope.

SIX PARTS OF A BUSINESS LETTER

HEADING:

Three lines.

Sender's street address
Sender's city, state and zip code
Date

1811 Wesleyan Road
Dayton, Ohio 45406
February 17, 1970

There should be *no abbreviations* in the heading!

INSIDE ADDRESS:

May be either three or four lines.

Name of person (if known; if unknown, omit)
Company
Street address
City, zip code

John Doe (may be omitted if not to a particular person)
Financial South
560 Main Street
Centerville, Ohio 45459

The inside address contains the same information which will appear in the address on the envelope.

SALUTATION:

If there is a name included in the inside address, include it in the salutation also. When we meet a person and start to talk with him, we generally begin by saying, "Hello" or "Good morning." A letter always starts with a word or two of greeting. We call this the salutation. In a business letter, however, the salutation is a formal greeting followed by a *colon*.

____

HEADING ______________________________

____

____

______________________________ INSIDE ADDRESS

____

______________________________ SALUTATION

____

____

BODY ____

____

____

____

____

BODY ____

____

____

COMPLIMENTARY CLOSE ______________________________,

SIGNATURE ______________________________

Dear John Doe:

OR

Dear Sir:

BODY: The main part of a letter is called the body. If the body of a letter contains more than one paragraph, each paragraph should state one distinct part of the message.

COMPLIMENTARY CLOSE: This part follows the body. It should be a courteous close. In the business letter it is formal, just as was the salutation. We are usually limited to certain expressions such as:

Yours truly,

Very truly yours,

Expressions such as "Your friend" are limited to a friendly letter and should not be included in a business letter.

SIGNATURE: Sign your full name – middle initial also. Women use Miss or Mrs. in parenthesis before the signature.

John W. Doe

(Mrs.) Joanna Doe

Now you know the correct form of a business letter, and you also know the four "c"s. There are some additional things to do if you wish to send out a correct letter.

1. The letter should be written on unlined paper, 8½" by 11½".
2. Use blue or black ink.
3. The envelope should match the letter. Address it in the same color ink as used in the letter. If the letter is typed, the envelope should also be typed.
4. Use a zip code in addresses wherever possible.
5. The envelope may be one of two sizes:

   6½" x 3½"
   9½" x 4"

   The envelope should contain the name and address of the sender in the upper left corner.

   The address which appears on the envelope should be the same as the inside address used in the letter.

   Don't forget to use the zip code.

Folding your letter:
If you are using a 6½" x 3½" envelope, you will fold the letter in a different manner than if you were using a 9¼" x 4" envelope.

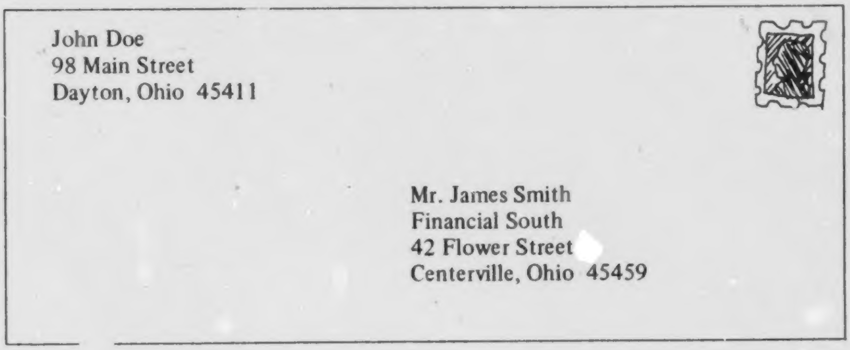
If you are using a 6½" x 3¼" envelope:

> Bring the bottom of the sheet up almost even with the top and press the fold flat. Then, beginning at the right, fold the sheet twice so that there will be three equal folds. Be careful to make the edges even. The letter will slip easily into the smaller business size envelope.

If you are using a 9½" x 4" envelope:

> Fold the bottom up so that the edge touches about two-thirds of the way up the paper. Press the crease flat. Now, bring the top edge so that it is within ¼" from the bottom crease. Insert into envelope with top portion facing you, fold away from the envelope.

CORRECT ENVELOPE FORM



John Doe
98 Main Street
Dayton, Ohio 45411

Mr. James Smith
Financial South
42 Flower Street
Centerville, Ohio 45459

OPTIONAL ACTIVITY

1. Read and take notes from this book on business letters: *Building Better English, Book 8,* pp. 397-402.
2. Do Exercise A on page 398 and Exercises A, C, E, on page 402. Include these in your *Career Notebook*.

INTRODUCING A SPEAKER

We usually introduce a speaker to an audience for two reasons:

1. To build the confidence of the person being introduced.
2. To let the audience know that the speaker is worth listening to.

When introducing a speaker:

DON'T try to be funny.

DON'T try to be more important than the speaker.

DON'T drag in a favorite idea of your own which is unrelated to the occasion.

DON'T trespass on the speaker's content.

DON'T use worn-out introductory material such as:
"It gives me great pleasure."
OR
"Without further ado . . . ."

DO be brief. No longer than one minute.

DO be happy to make the introduction. Let your attitude show this.

DO be your best informal self. Don't sound like you are the one who is making the speech.

DO use the following steps as a guide:

1. Give a brief history of the speaker's accomplishments. Let the facts speak for themselves.
2. Show how the listeners will benefit.
3. Announce the title of the speech.
4. Enunciate the speaker's name clearly.
5. Then turn to the speaker, smile and nod.

Example of a good introduction:

Members of the faculty and fellow students: It will be our privilege this morning to hear from a former graduate of our school, someone who majored in speech at Marquette University, debated for four years on the varsity debate team and now is assistant debate coach at the university.

Sometimes we think of debaters as arguers, persons who want to win an argument by hook or by crook. I think you'll be surprised at the subject our speaker has chosen. It is one that all of us can benefit from. His title is "How To Win the Argument Without Losing the Friend."

Members of the faculty and fellow students, Mr. Thomas Malloy. (Turning to speaker) Mr. Malloy.

Activity:

Write a good introduction for a speaker. You may introduce anyone that you know and think would be a good speaker on a career, *or* you may introduce a fictional speaker who will also talk on one of the careers. Be sure to include in your introduction the career topic on which he will be speaking. Review the previous section on introducing a speaker and the example to guide you in composing your introduction. Your introduction should be about one minute long. Be prepared to give the introduction orally to a small group. A teacher will grade you. You will not be allowed to read the introduction. Write it out and put a copy in your folder.

DON'T FORGET: You agreed to listen and take notes on two speakers, one tape and one movie. Have you done this????

JOB CLUSTERS

Clustering is an attempt to organize the 25,000 jobs in the United States into a manageable, understandable system. The attached 15 clusters, although not containing all jobs, are a means of relaying the wide scope of careers available in any one interest area. Within each cluster are careers that require a variety of skills and training.

1. Personal Services

Rationale: Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.

- Beautician
- Shoe Repairman
- Social Worker
- Insurance Agents
- Refrigeration, Air Conditioning and Heating Mechanics
- Babysitter
- Priest
- Missionary
- Furniture Upholsterers
- Barber
- Cleaner and Laundry Manager
- TV Repairman
- Telephone Operator
- Radio Repairman
- Minister
- Rabbi
- Mortician
- Tailor

2. Health Services

Rationale: Careers related to the determination of health problems, physical caring for the problems and exploring possible preventive measures.

- Psychologist
- Doctor
- Orderly
- Practical Nurse
- Occupational Therapist
- Medical Secretary and Librarian
- Veterinarian
- Dentist
- Optometrist
- Pharmacist
- Podiatrist
- Laundry and Sterilizer
- Osteopath
- Psychiatrist
- Nurse
- X-Ray Technician
- Nurse's Aide
- Laboratory Technician
- Hospital Administrator
- Chiropractor
- Dental Technician
- Anesthesiologist
- Dental Hygienist
- Speech Pathologist
- Bacteriologist

3. Construction

Rationale: Careers related to building.

- Mobile Home Builder
- Architect
- Plumber
- Plasterer
- Mason
- Bricklayer
- Printer
- Surveyor
- Paperhanger
- Pipefitter
- Engineer
- Draftsman
- Carpenter
- Electrician
- Industrial Designer
- Excavator
- Cabinet Worker
- Cement Mason
- Roofer
- Heavy Equipment Operator

4. Manufacturing

Rationale: Careers which create a product.

- Machine Operator
- Industrial Designer
- Chemist

- Machine Maintenance
- Electronic Engineer
- Assembly Line Operator
- Mobile Home Assembler
- Sheet Metal Worker
- Skilled Tradesman
- Tool and Die Operator
- Welder
- Mechanical Engineer
- Industrial Traffic Manager

5. Transportation

Rationale: Careers related to the movement of people and things and improvement of or care for the necessary equipment.

- Truck Driver
- Pilot
- Body and Fender Repairman
- Traffic Control Manager – Airlines
- Brakeman
- Locomotive Engineers
- Service Station Managers and Attendants
- Auto Mechanic
- Bus and Taxi Driver
- Aerospace Engineer
- Conductors
- Station Agents

6. Agri-Business and Natural Resources

Rationale: Careers related to the productive use of land.

- Farmer
- Dairyman
- Feed Store Manager
- Miner
- Soil Conservationist
- Agricultural Engineer
- Agronomist
- Petroleum Engineers
- Rancher
- Butcher
- Farm Equipment Sales
- Farm Agent
- Fish and Game Manager
- Mining Engineer
- Petroleum and Natural Gas Production Workers
- Farm Manager
- Poultrymen
- Wildlife Manager

7. Public Service

Rationale: Careers which provide a service for individuals, some of which are tax supportive.

- Kindergarten-Elementary Teacher
- State Policeman
- Janitor
- Certified Public Accountant
- School Administrator
- Food and Drug Inspector
- Court Recorder
- Lawyer
- Counselor – School, Employment, Rehabilitation
- Refuse Collector
- Junior and Senior High Teacher
- Government Service
- Civil Engineer
- Fireman
- Librarian
- Urban Planner
- Court Bailiff
- City Policeman
- Military
- Nursery School Teacher
- Probation Officer

8. Environment

Rationale: Careers related to the protection, improvement of and proper use for the surroundings that influence a life.

- Forest Ranger
- Gardener
- Landscape Architect
- Range Manager
- Recycling Operator
- Naturalist
- Camp Counselor
- Meteorologist
- Fish and Game Warden

Biologist
Horticulturist
Park Ranger
Forestry Aides
Geologist
Tree Surgeon
Environmental Engineer
Geophysicist

9. Hospitality and Recreation

Rationale: Careers which enhance leisure for mankind.

Stewardess
Restaurant Manager
Social Directors
Waitress
Restaurant Hostess
Travel Agent
Waiter
Short Order Cook
Steward
Cook
Chef
Golf Pro
Dietician
Cashier
Swimming Pool Manager
Baker
Hotel-Motel Manager
Athlete

10. Fine Arts and Humanities

Rationale: Careers related to the cultural and esthetic improvement of human life.

Professional Musician
Dancer
Author
Literary Writer
Music Critic
Art Critic
Actress
Conductor
Sign Painter
Music Director
Stage Designer
Cartoonist
Singer
Playwright
Music Arranger
Fashion Designer
Commercial Artist
Music Teacher
Poet
Piano Technician
Radio and TV Director
Actor
Composer
Film Editor
Orchestra Leader
Jeweler
Free-lance Artist
Singing Teacher
Floral Designer
Orchestrator
Sculptor

11. Communications and Media

Rationale: Careers related to the transmission of information.

Journalist
Technical Writer
Audio-control Technician
Proofreader
Staff Programmer
Sound Engineer
Script Writer
Radio-TV Announcer
Electronic Technician
Lighting Technician
Foreign Correspondent
Sportscaster
Maintenance Technician
Reporter
Newswriter
Transmitter Technician
Photoengraver
Printer
Photographer
Video Technician
Lecturer

12. Marketing and Distribution

Rationale: Careers which facilitate the development and economic movement of a product.

Salesman
Statisticians
Packaging and Designer
Marketing Researcher
Consumer Product Seller
Systems Analyst
Sales Engineer
Economists
Production and Control Position
Sales Supervisor
Wholesale and Retail Distributors

13. **Marine Science**

Rationale: Careers related to the understanding, exploration and commercial uses of the sea.

Marine Biologist
Seaman
Commercial Fisherman
Physicists
Aquatic Biologist
Marine Geologists
Geophysicists

14. **Business Office**

Rationale: Careers related to the efficient management of the business community.

Office Manager
Personnel Director
Advertising Workers
Data Processor
Computer Operator
Public Relations Worker
Trailer Salesman
Bank Teller
Receptionist
Stenographer
Computer Programmer
Bookkeeper
Accountant
Key Punch Operator
Secretary
Purchasing Agent
File Clerk
Bank Management

15. **Consumer and Homemaking Education**

Rationale: Careers related to the purchase and proper use of products for the home.

Interior Decorator
Appliance Demonstrators
Home Demonstration Agent
Price Control Agents
Milliner
Drapery Maker
Credit Interviewer
Seamstress
Fashion Coordinators
Model
Extension Agent
Homemaker
Home Economist
Nutritionist

APPENDIX B: Books and Pamphlets

BOOKS AND PAMPHLETS

Admirable Crichton, Barrie.

Ancient Egypt, Barker, Milliken Publishing Company.

Art as a Career. B.T. Bolsford Inc., London, 1962.

Art in Everyday Life, Goldstein, Harriet and Goldstein. Macmillan Company.

Bargain, A.G. Guthrie Jr.

Becoming a Well-Groomed Person (Pamphlet).

Black Gold, M. Henry.

"Can I Make the Production Team?" Department of Public Relations, General Motors Corporation.

"Career as a Certified Accountant," "What Is It Like To Be an Accountant?" Free from Acting Careers Council.

Career Education Program, Vols. I, II, III, Glenn A. Saltzman. Houghton-Mifflin Company, 1973.

Careers and Opportunities in Music, Alan Rick. E.P. Dutton and Company.

Careers and Opportunities in Retailing, H. Wilinsky.

Careers and Opportunities in Science, Phillip Pollack. E.P. Dutton and Company, 1968.

"Careers in Agriculture." Vocational Agriculture Service, Ohio State University.

"Careers in Art," William J. Reid, J. Weston Walsh.

"Careers in Music," John Owen Ward.

"Careers in Radio." National Association of Broadcasters (Pamphlet).

"Careers in Social Service," Kathlyn Gay. Occupational Guidance, Finey Company, Minneapolis.

Career Opportunities – Marketing, Business and Office Specialists, G.D. Wiggs.

Careers With Foreign Language, Angelo Cohn.

Carrie, Dreiser.

College Blue Book Series. Chronicle Guidance, Inc., Moravia, New York, New York 13118, 10 volumes, $101.

Construction: A Man's Work."

"Construction Industry Opportunities." Free pamphlets from Associated General Contractors of America.

Dating: Communication and Decision Making, Riemer.

Deciding. College Entrance Exam Board.

Dictionary of Occupational Titles, U.S. Department of Labor, Bureau of Employment Security, 3rd edition, Washington, D.C. U.S. Government Printing Press, 1965. Price: Vol. I: Definition of Titles, $7.75; Vol. II: Occupational Classification, $4.25; Supplement to DOT, $2.75.

Dimensions of Personality (Series: *Becoming Myself, Here I Am, I'm Not Alone*), Walter Limbacher. George Pflam Publications, 1970.

Discovering Yourself, Marjorie Cosgrove. Science Research Associates.

Discovery Through Guidance, (Series), Bruce Publishing Company, New York, New York.

Egg to Chick, M.E. Selsam.

"Electronics," Science Research Associates.

"Exploring the World of Job." Science Research Associates.

Facing Facts About Choosing Your Life's Work, A.C. Cooper. Prudential Press, Box 36, Newark, New Jersey 07101.

"Finding Your Orbit," E.G. Haldemen. Allyn and Bacon.

Future Shock, Alvin Toffler.

Handbook of Job Facts, Thiemann. Science Research Associates, 1968.

"Horticulturist," Science Research Associates.

How to Write Letters for All Occasions, Alexander L. Sheff and Edna Ingalls. Doubleday, 1961.

Igniting Creative Potential, Aaron Press.

In My Community. Workbook of local community (New Albany).

Job Family Series Booklets, Science Research Associates.

Jobs in English.

"Jobs in Math." Science Research Associates (Pamphlets).

"Jobs in Science," Science Research Associates.

Johnny Tremain, E. Forbes.

King Features, Popeye series comic books.

Lovejoy's Career and Vocational School Guide, Clarence E. Lovejoy. Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020.

"Making the Most of Your Money," Science Research Associates.

Miracle Fabrics, A. Morgan.

Music Around the Clock. Follett (Songbook).

Music in Our Town. Silver Burdett.

"Music Is Your Business." American Federation of Musicians.

My Educational Plans, Harold Munson.

Noble's Classroom Orientation to the World of Work, *Fiction on the Job*, and 20 copies (boxed set) of 24-page pamphlet "We Want You," with A Teacher's Guide and Concept Chart. Noble and Noble Publishers Inc.

Occupations and Careers, Feingold, Swerdloff, Webster Division, McGraw-Hill Book Company, 1969.

Opportunities in a Law Career, Sheldon P. Elliott. Vocational Guidance Manuals, 1969.

Opportunities in Ceramic Engineering, Samual R. Scholes. Vocational Guidance Manuals.

"Opportunities in Journalism Careers," Universal Publishing and Distributing, 1967.

Own Business, Careers in Depth Series. Richard Rosen Press.

Personal Adjustment, Marriage, and Family Living, Landis and Landis.

Relationships: A Study in Human Behavior, Westlake.

(School Subject) and Your Career, Series. Bureau of Labor Statistics, U.S. Department of Labor, 1970 (Leaflets).

School Subjects and Jobs, John H. Brochard. Science Research Associates (Booklet).

Scope. Scholastic.

Search For Values, Pflaum/Standard.

Sextant Series, Educational and Vocational Guidance. Alp Publications, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210. Price for set, $159.50. A series of books for K-3 depicting children performing adult work roles in appropriate attire.

"Social Science Laboratory Units," Science Research Associates (Pamphlets).

Story of Glass, F. Diamond.

Strawberry Girl, Lois Lensky.

Succeeding in the World of Work, Grady Kimbrell. McKnight and McKnight Publishing Company.

Teaching Children About Technology, Mary Margaret Scobey. McKnight and McKnight Publishing Company, U.S. Route 66 at Towanda Avenue, Bloomington, Illinois 61701.

Teaching Elementary Industrial Arts, W.R. Miller, Gordner Boyd. Goodhart-Wilcox Co. Inc., South Holland, Illinois.

The Arithmetic Teacher, 1971 (Periodical).

The Asphalt Jungle, Vance Packard.

"The Draftsman," Science Research Associates.

The Encyclopaedia of Careers and Vocational Guidance, Volume I: Planning Your Career; Volume II: Careers and Occupations. Doubleday and Co., Ferguson Publishing Company, Total price: $21.95.

The Greening of America, C. Reich.

"The Jobs Ahead," Science Research Associates.

The Jungle, Upton Sinclair.

"The Nurseryman," Science Research Associates.

The Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 1650. U.S. Government Printing Office, Washington, D.C. 20202. Price $4.25.

The Teenage Employment Guide. Reagents Publications, Division of Simon and Schuster.

"Understanding Our Economy," Science Research Associates.

"Understanding Taxes," Internal Revenue Service (Pamphlet).

Values Clarification. Simon, Howe, Kirschenbaum, Hart Publishing Company.

Vocational Guidance Manuals: "Opportunities in Music Careers," "Nurse in Training," "Nat Dunlap, Junior Medic," "To a Babysitter" and "Nancy Kimball, Nurse's Aid."

"What Good Is Math?" Booklet, Science Research Associates.

What I Could Be, Walter Lifton. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

What To Do After High School, Spiegler, Reiner. Science Research Associates, 1971.

What Will I Be From A to Z, Gelb, Donald L.. National Dairy Council, Chicago, Illinois, 1960. For Grades K-3; presents jobs and occupations that elementary level children can read and discuss.

Who Cares? I Do Murno Leaf.

Who's Hiring Who: The Journal of Jobs, Human Resources Press, W.H.W. Box 3651, Washington, D.C. 20007, $3.25.

Work in America, U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, Washington, D.C.

World of Work: A Handbook for Elementary School Teachers and Counselors, Dunn and Payne. The Leslie Press, 111 Leslie Street, Dallas, Texas 75207, 1971, $4.95.

Yellow Pages of Learning Resources, Richard Wierman.

You and Your Job. J.C. Ferguson Publishing Co., 6 North Michigan Avenue, Chicago, Illinois 60602.

You and Your World. Xerox (Newspaper).

Your Future in Accounting. Richard Rosen Press Inc.

Your Future in Music, Robert Curtis.

APPENDIX C: Bulletin Board Suggestions

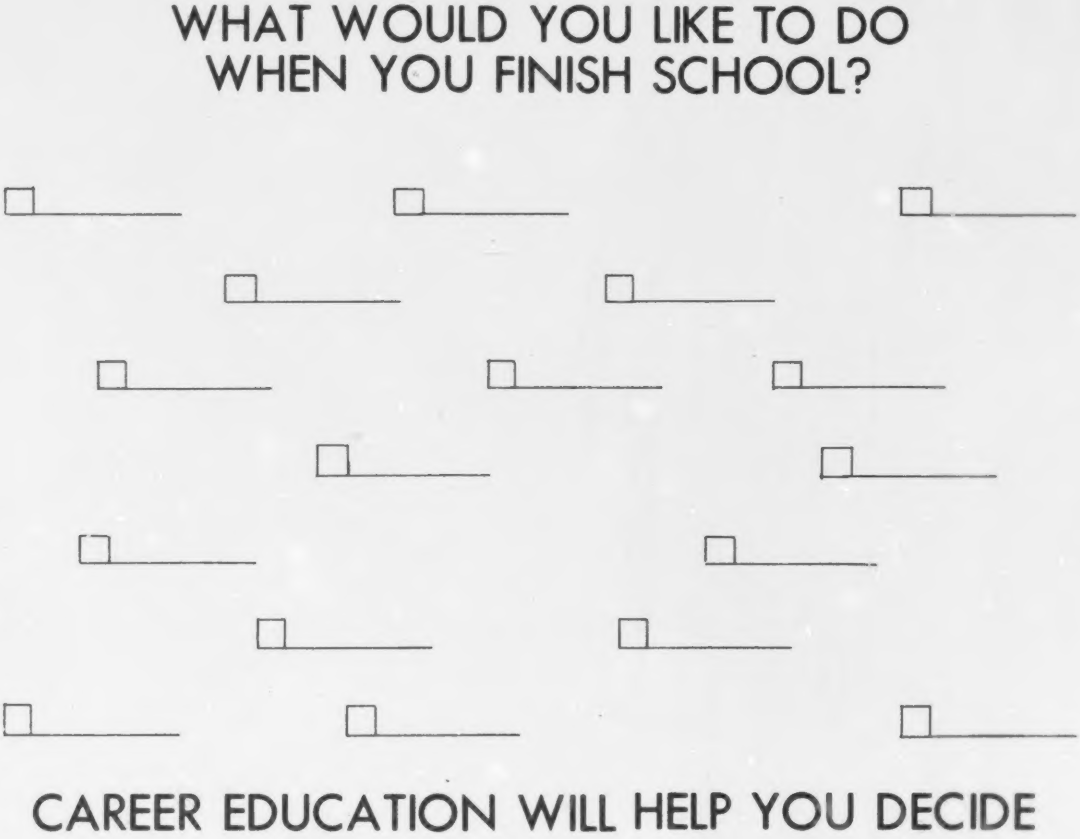
BULLETIN BOARD IDEAS

Anything done on a bulletin board to make it attractive, to make it stimulate discussion or thinking, to make it stand out or to create activity will gain interest from classes.

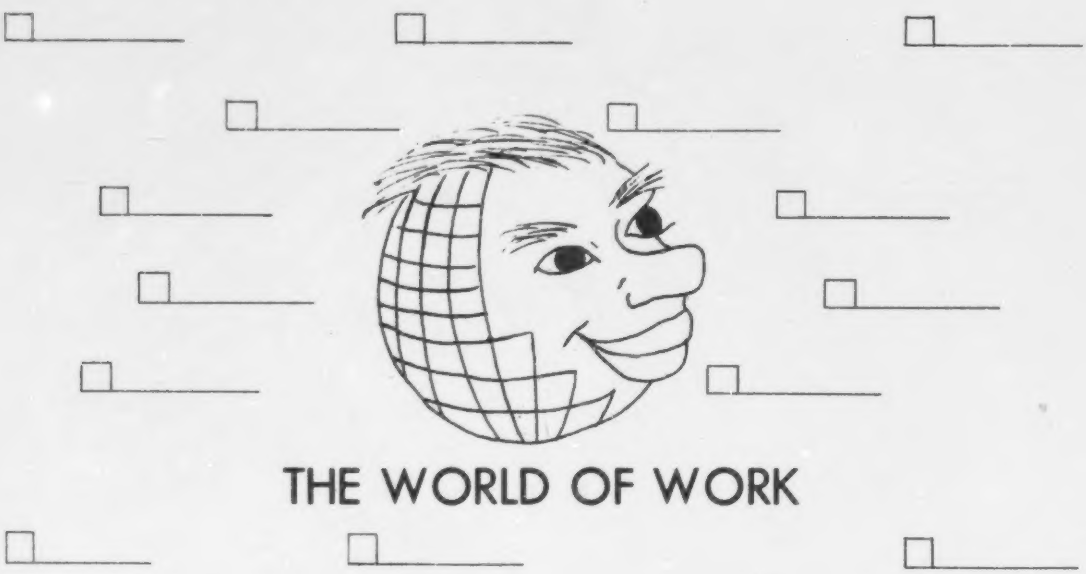
Three-dimension will make your bulletin board attractive as well as eye-catching. Student involvement in developing the bulletin board will make it more relevant to the class. Students can come up with some good ideas. Whenever possible, use bulletin board ideas that call for student participation in some way.

Some Bulletin Board Ideas and Comments:

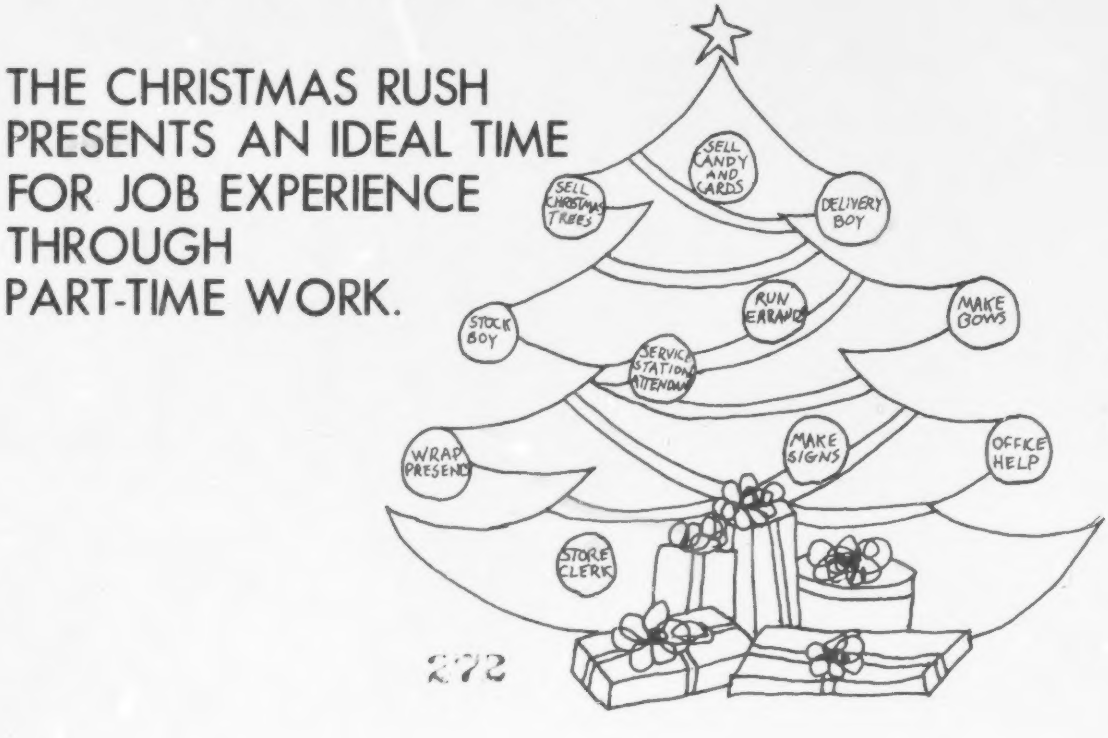
Example I is very general and could be developed for a specific subject area or classroom. A possible heading could be "Are You Interested in the Medical Field?" and a follow-up statement at the bottom could be "Science and Math Courses Will Help You Decide." The blocks and lines on this example indicate pictures of various working positions and the titles of the positions.


WHAT WOULD YOU LIKE TO DO
WHEN YOU FINISH SCHOOL?
CAREER EDUCATION WILL HELP YOU DECIDE

Example II is also very general and is similar to Example I. It can also be applied to a specific subject area, i.e., "The World of Work in Business." Again, the blocks and lines indicate pictures and titles.

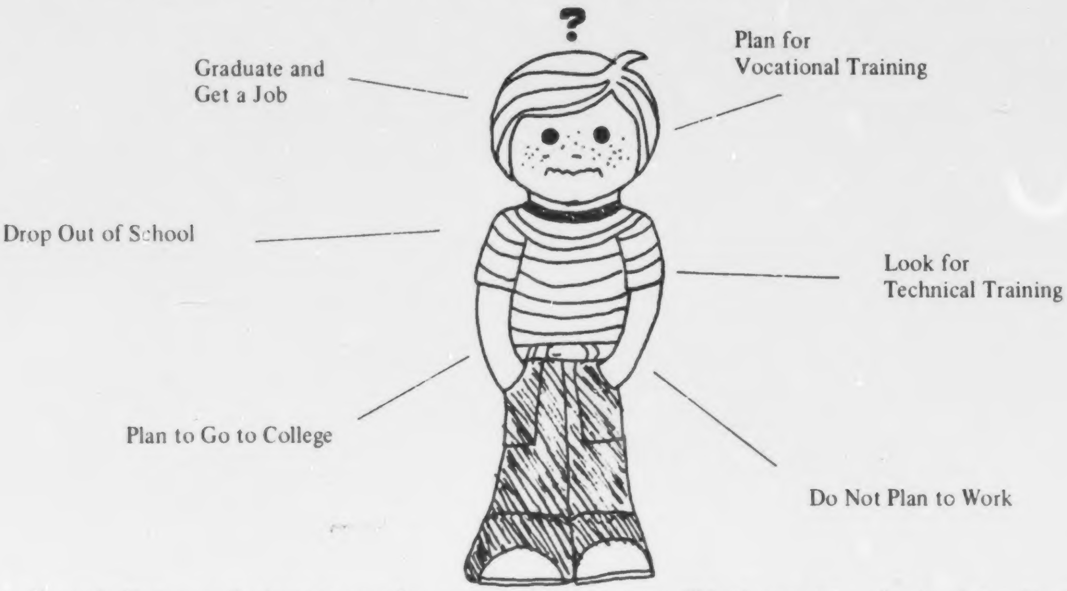

THE WORLD OF WORK

Example III is an idea for the Christmas season. Cut a tree out of green paper or use a fold-out tree for a "real" effect. Staple the tree to the bulletin board. Real ornaments with job titles taped on them or ornaments made from various colors of construction paper with jobs written on them are put on the tree (possibly by the student who suggests that particular job). As a finishing touch, staple some packages (small wrapped boxes) and Christmas candy beneath the tree. A bulletin board of this type put up just before Christmas vacation might give some ideas to students interested in vacation jobs.


THE CHRISTMAS RUSH PRESENTS AN IDEAL TIME FOR JOB EXPERIENCE THROUGH PART-TIME WORK.
SELL CANDY AND CARDS
SELL CHRISTMAS TREES
DELIVERY BOY
RUN ERRANDS
MAKE BOWS
STOCK BOY
SERVICE STATION ATTENDANT
WRAP PRESENTS
MAKE SIGNS
OFFICE HELP
STORE CLERK

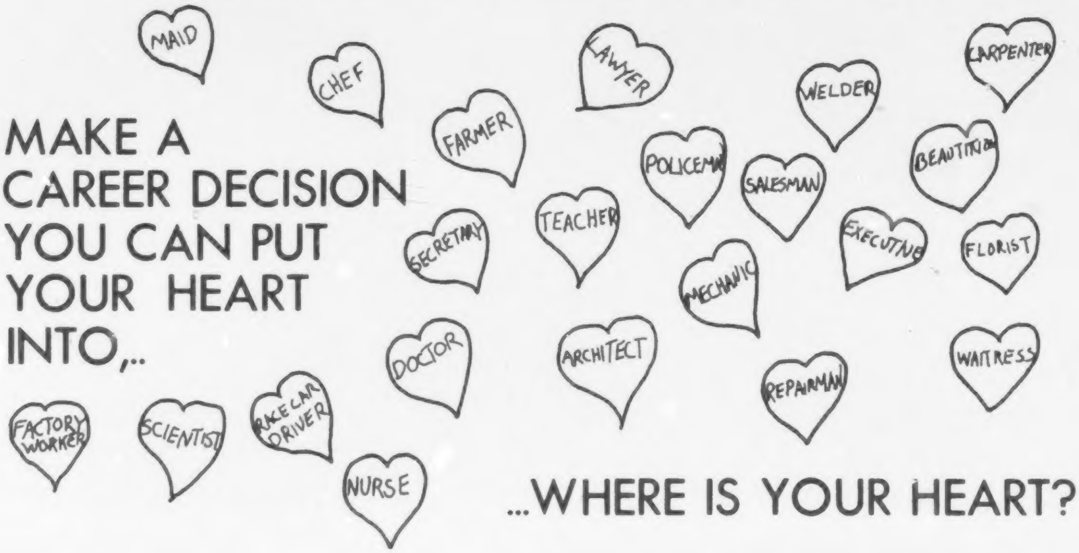
Example IV is more of a guidance bulletin board. After Christmas, nearly half of the school year is gone. Some students need to make definite decisions during the last half of the year. Use this idea as a reminder. Some students simply need to be thinking ahead. This idea could be adapted to a number of situations.

A NEW YEAR WITH DECISIONS TO MAKE

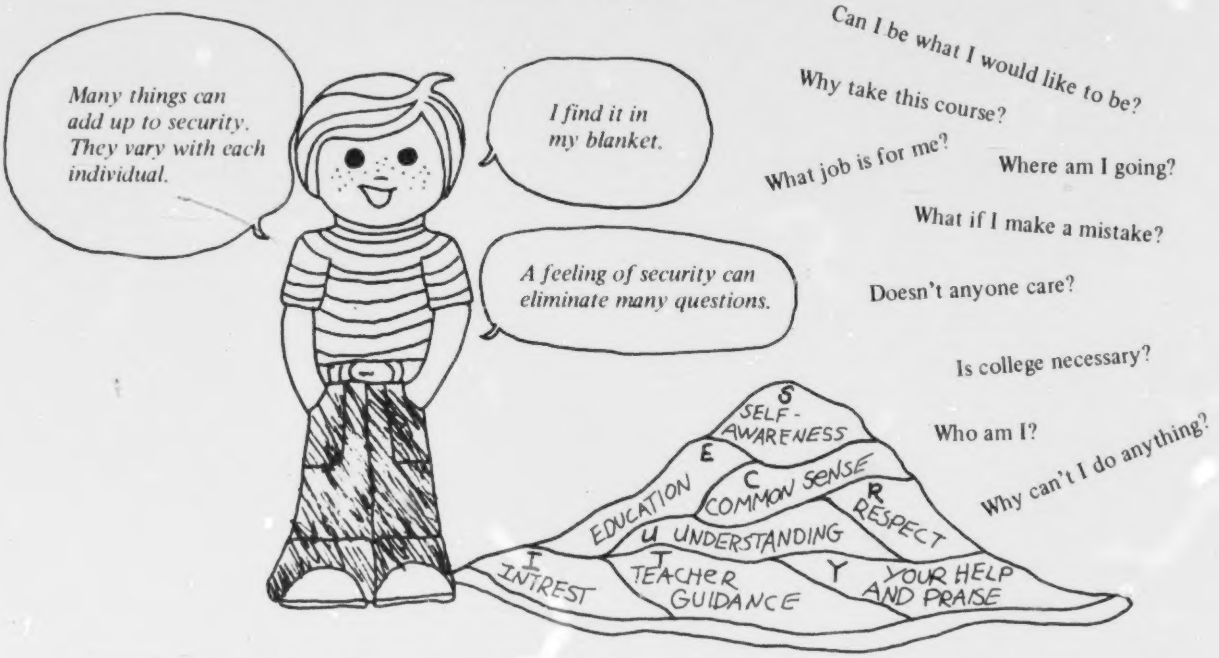

?
Graduate and Get a Job
Plan for Vocational Training
Drop Out of School
Look for Technical Training
Plan to Go to College
Do Not Plan to Work

Example V stresses the importance of a career decision that one will be happy with and enjoy doing. It might cause some students to think twice about the plans they have for themselves. Again, this is a very general idea as far as job suggestions go.

FEBRUARY—THE MONTH OF HEARTS

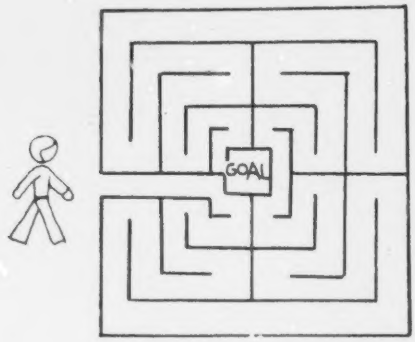

MAKE A CAREER DECISION YOU CAN PUT YOUR HEART INTO,..
MAID
CHEF
LAWYER
CARPENTER
WELDER
FARMER
POLICEMA
SALESMAN
BEAUTICIAN
TEACHER
SECRETARY
EXECUTIVE
FLORIST
MECHANIC
DOCTOR
ARCHITECT
WAITRESS
REPAIRMAN
FACTORY WORKER
SCIENTIST
RACE CAR DRIVER
NURSE
...WHERE IS YOUR HEART?

Example VI is also an idea related to guidance. This bulletin board might stimulate discussion or just individual thinking and questioning. The thoughts for "security" in the blanket are suggestions. Others could be used. There is a characteristic for each letter in the word "SECURITY."


Many things can add up to security. They vary with each individual.
I find it in my blanket.
A feeling of security can eliminate many questions.
Can I be what I would like to be?
Why take this course?
What job is for me?
Where am I going?
What if I make a mistake?
Doesn't anyone care?
Is college necessary?
Who am I?
Why can't I do anything?
S SELF-AWARENESS
E EDUCATION
C COMMON SENSE
U UNDERSTANDING
R RESPECT
I INTREST
T TEACHER GUIDANCE
Y YOUR HELP AND PRAISE

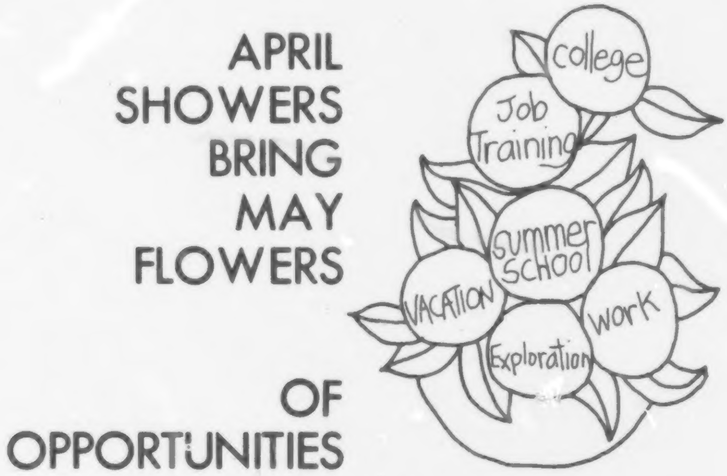
Example VII is an idea to stimulate students' thinking. Many students have an idea of what they want to do when they finish school, but have they thought about the school program they should follow to carry them to that goal? Some students make a decision without thinking about what it takes to get there.

AFTER YOU HAVE SET A GOAL FOR YOUR FUTURE,

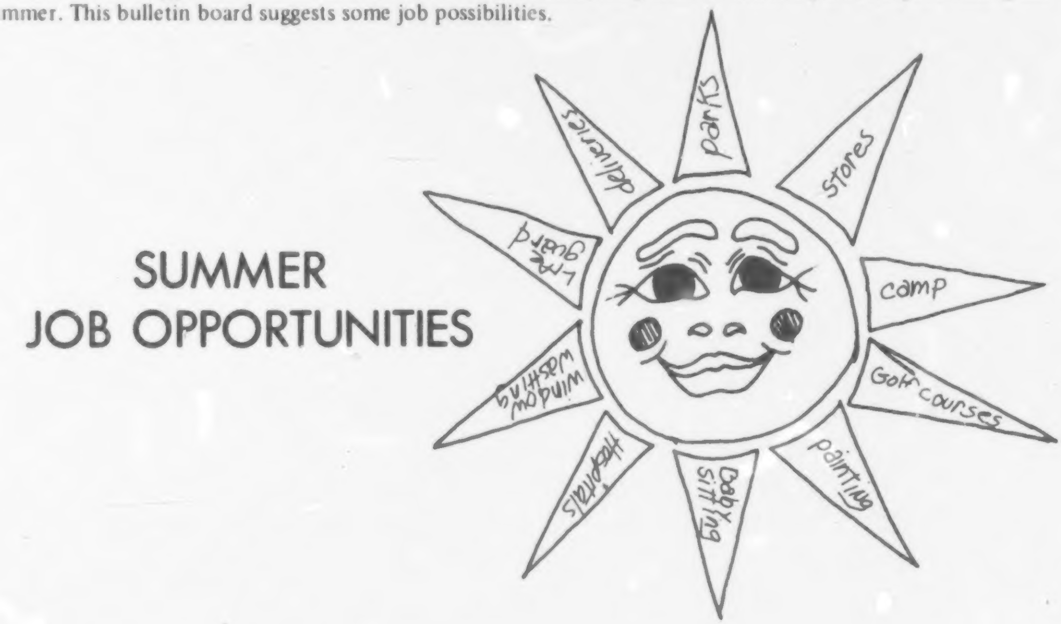


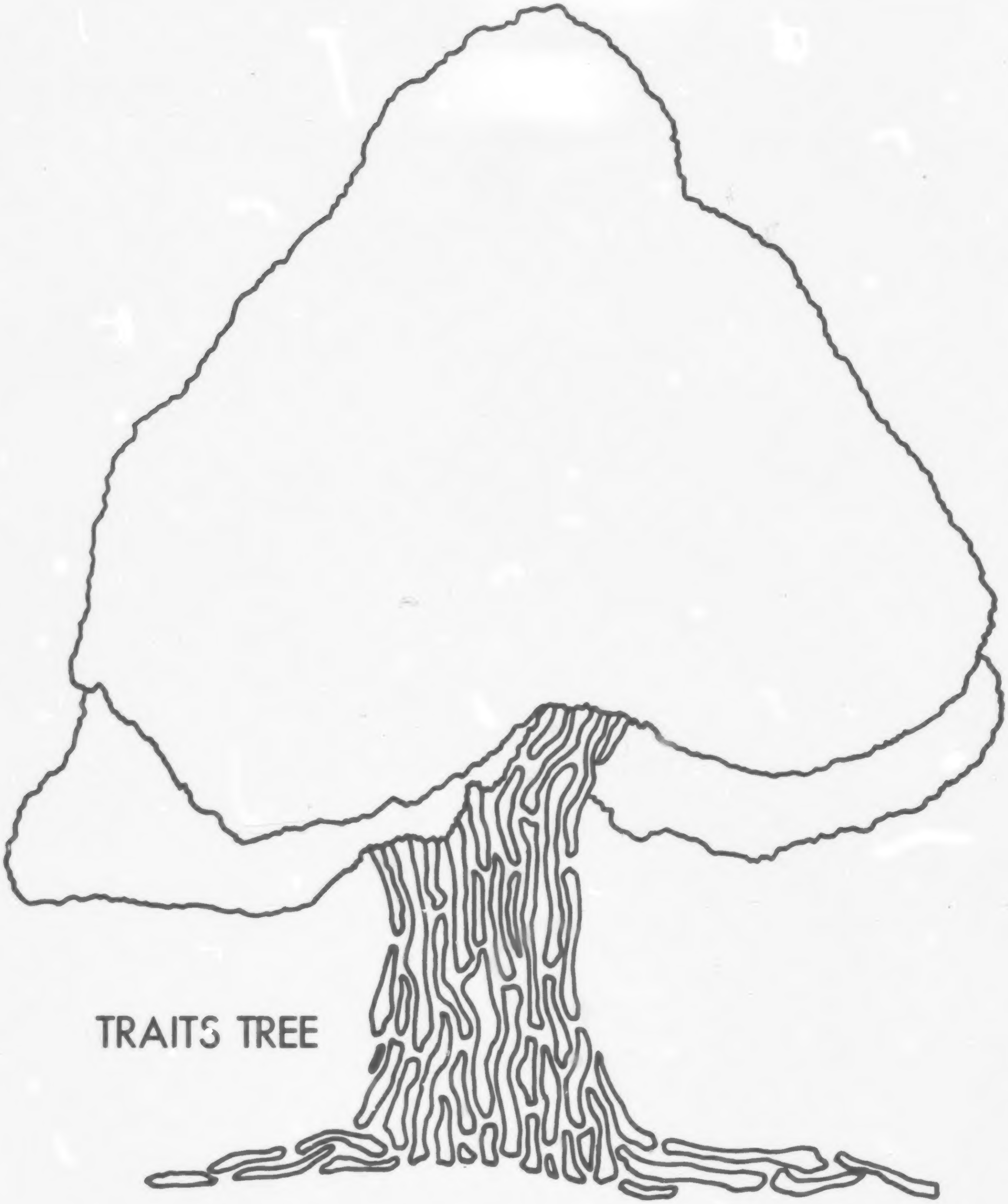
WILL YOU KNOW HOW TO REACH IT?

Example VIII is also a general bulletin board idea, but it can be applied to specific areas of study, i.e., the flowers can represent possible jobs for the summer or for students finishing school. If a girl in business wishes to work as soon as she finishes school, show some of the jobs that are available – clerk, typist, secretary, receptionist, file clerk, messenger, stenographer. The flowers can be cut from construction paper, but tissue paper flowers of various colors may add to the appearance of the bulletin board.


APRIL
SHOWERS
BRING
MAY
FLOWERS
OF
OPPORTUNITIES
college
Job Training
Summer School
VACATION
work
Exploration

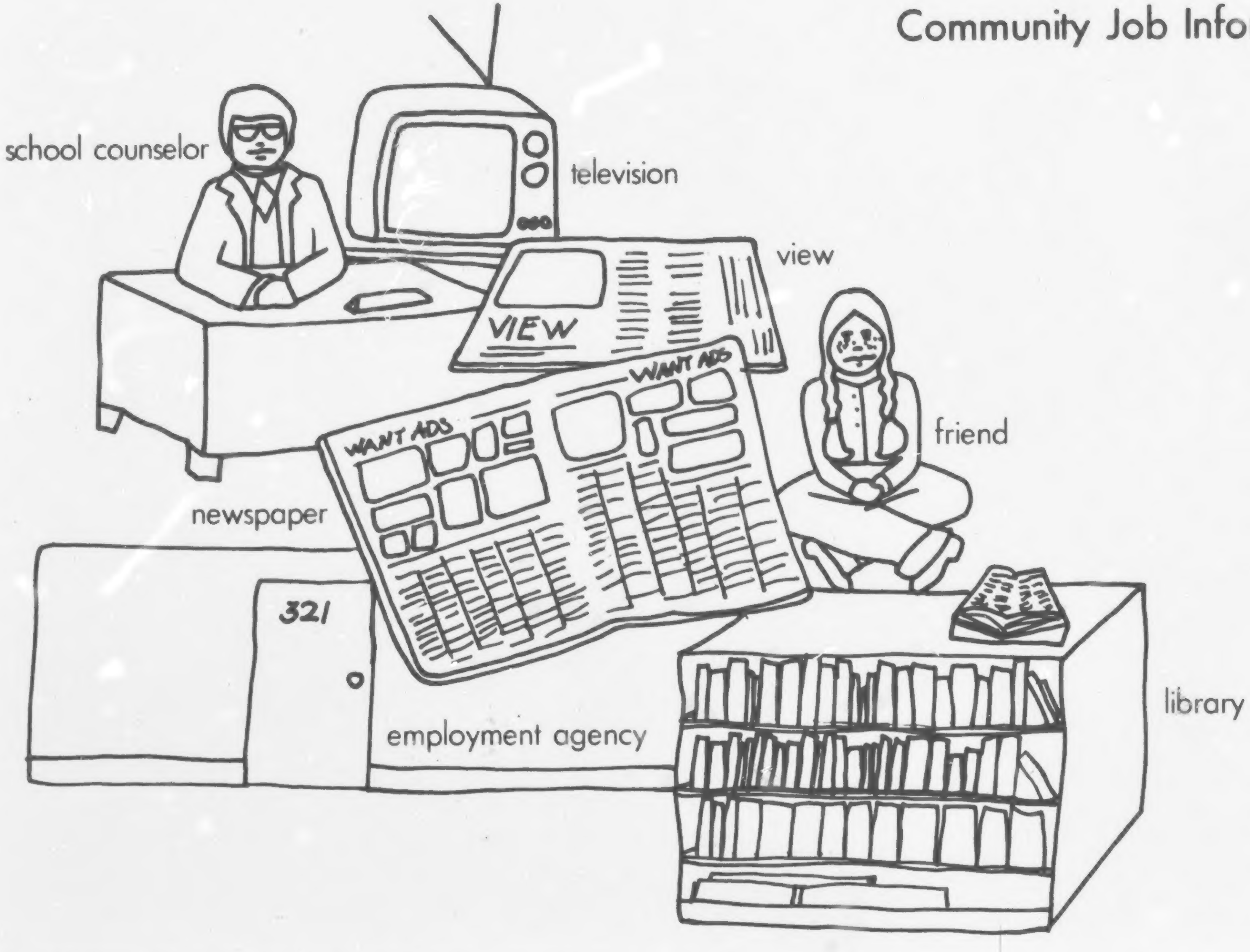
Example IX is a suggestion for the end of school. Some students may wish to work at part-time jobs during the summer. This bulletin board suggests some job possibilities.

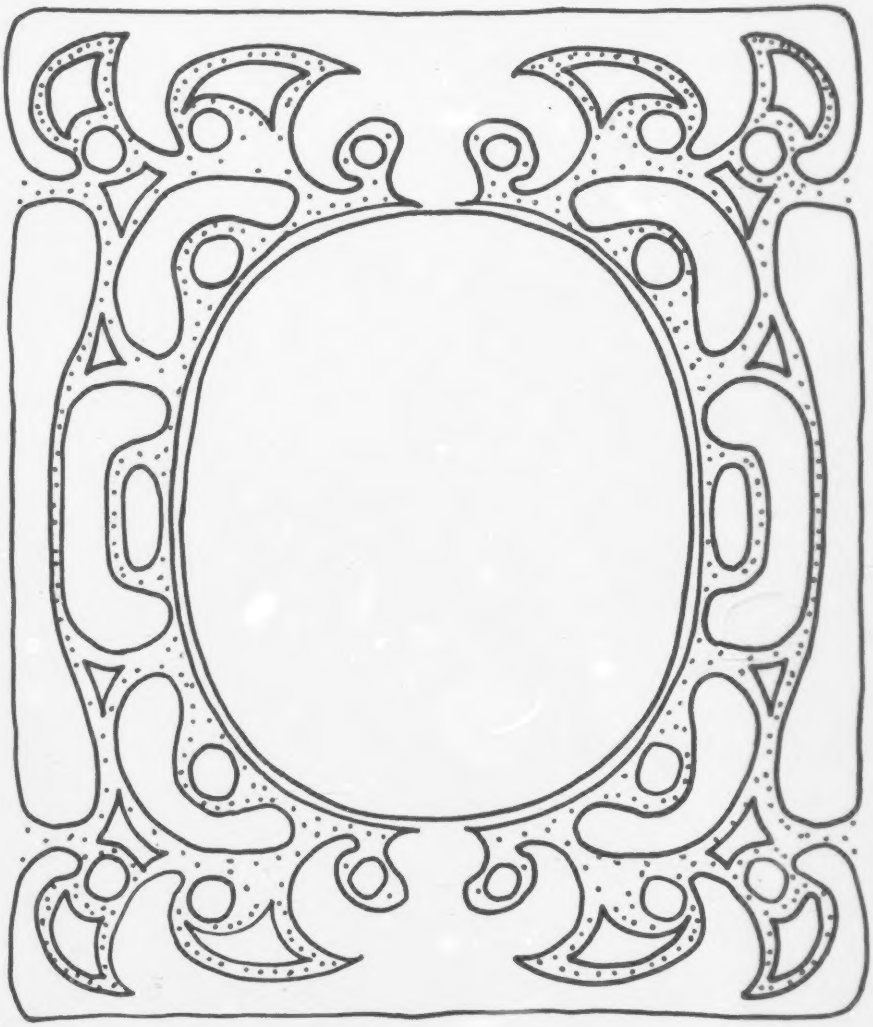

SUMMER
JOB OPPORTUNITIES
parks
stores
deliveries
Life guard
camp
window washing
Golf courses
hospitals
baby sitting
painting



Directions: Draw leaves as symbols of your positive work traits, write the traits on the leaves and hang on this trait tree. The traits that are the most important to you should go on the top and the less important ones at the bottom.

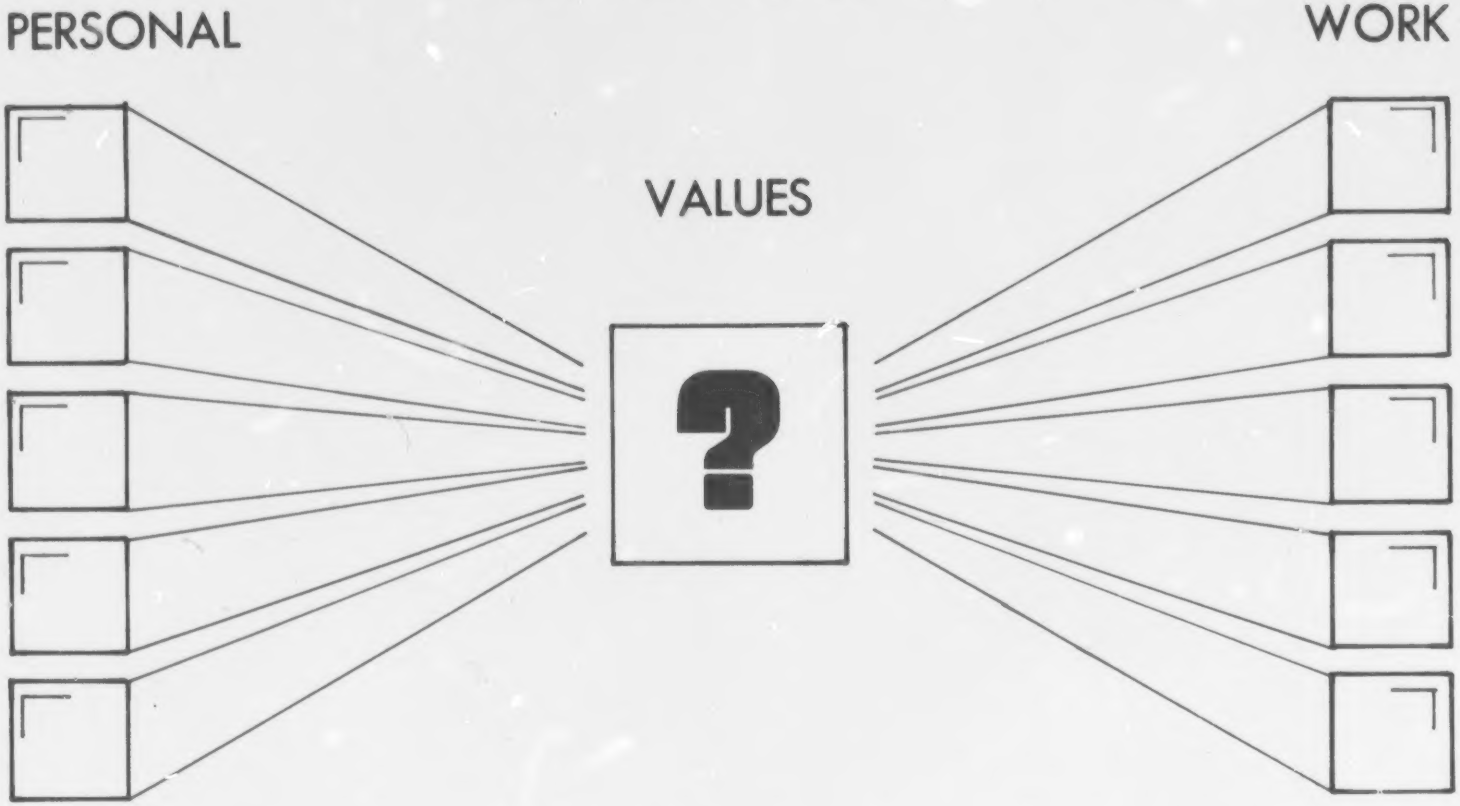
Community Job Information

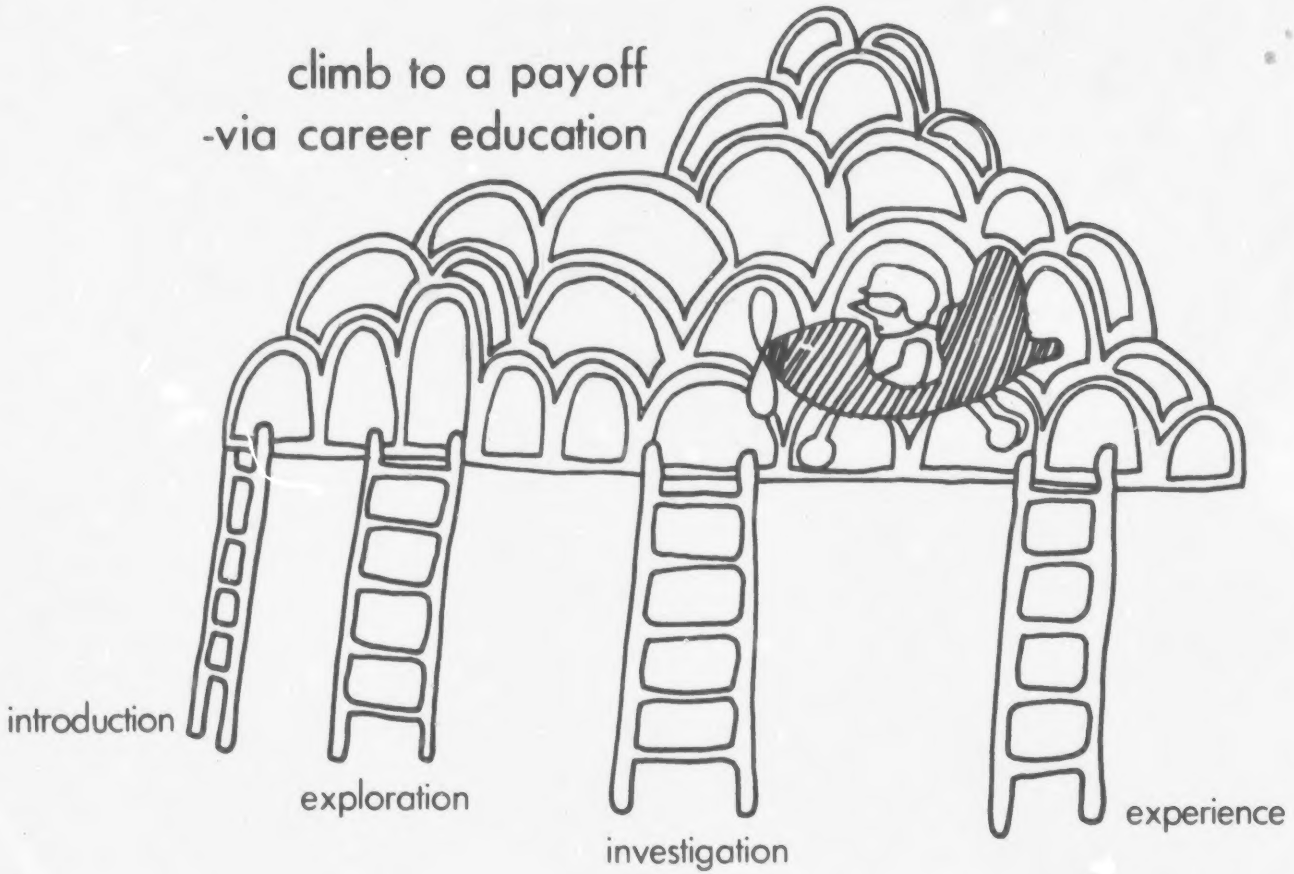

school counselor
television
view
VIEW
WANT ADS
WANT ADS
friend
newspaper
321
employment agency
library



Mirror, mirror, on the wall...
do I know myself at all?

HOW DO YOU DO IT?


PERSONAL
VALUES
WORK
?


climb to a payoff
-via career education
introduction
exploration
investigation
experience

APPENDIX D: Career Club Information

VOCATIONAL YOUTH CLUBS

Youth clubs help students learn more about an occupation of their choice. They help to organize community activities geared to these occupations. Joining a vocational or career club enables a student to meet others who are interested in the same career.

Future Farmers of America

FFA is a national organization of vocational agriculture students, with 400,000 members from ages 14-21. These students belong to 8,500 high school chapters in the 50 states, Puerto Rico, the Virgin Islands and Guam. Members belong to the Greenhand degree the first year. In the second year, they are eligible for the Chapter Farmer degree. Further degrees are based upon achievement in farming, leadership and community services.

For information write to:

FFA State Adviser
State Office Building
Indianapolis, Indiana 46204

National Adviser
Future Farmers of America
U.S. Office of Education
Washington, D.C. 20202

Future Homemakers of America

A half-million students in grades 7 to 12 belong to this national organization for homemaking students. There are chapters in every state, Puerto Rico and the Virgin Islands, whose activities are designed to develop management skills and the ability to make decisions.

For information write to:

State F.H.A. Adviser
State Office Building
Indianapolis, Indiana 46204

National Adviser
Future Homemakers of America
2010 Massachusetts Ave. N.W.
Washington, D.C. 20036

Distributive Education Clubs of America

DECA is a national organization of some 80,000 high school, vocational school and junior college students who are studying for careers in marketing and distribution. After school hours, members work in stores, banks, service stations and other businesses, putting into practice what they learn in the classrooms. They organize community projects, such as shoplifting prevention clinics, and they compete for prizes in sales demonstrations, advertising and window display contests.

For information write to:

State DECA Adviser
State Office Building
Indianapolis, Indiana 46204

Distribution Education Clubs of America
1025 15th Street N.W.
Washington, D.C. 20005

Vocational Industrial Clubs of America

Seventy-five thousand young men and women enrolled in trade, industrial and technical education programs belong to VICA. Their activities include leadership, development and training sessions, project exhibits and competition in vocational skills.

For information write to:

State VICA Adviser State Office Building Indianapolis, Indiana 46204	Vocational Industrial Clubs of America 1025 15th Street, N.W. Washington, D.C. 20005

Office Education Association

OEA members are vocational students in high schools, vocational technical schools and junior colleges who are preparing for careers as secretaries or as other business office workers.

For information write to:

State OEA Adviser State Office Building Indianapolis, Indiana 46204	Executive Director Office Education Association P.O. Box 4287 Madison, Wisconsin 53711

Future Secretaries Association

FSA is exclusively for young women preparing to be secretaries. The club's purpose is to develop a better understanding among the public of the responsibilities of secretaries and to upgrade the occupation.

For information write to:

National Secretaries Association
1103 Grand Avenue
Kansas City, Missouri 64106

Future Business Leaders of America

With a membership of 64,000 in some 3,000 local chapters, FBLA is the national organization for students enrolled in business education. Chapters in colleges use the name Phi Beta Lambda.

For information write to:

Dr. James Barr
College of Business
Ball State University
Muncie, Indiana 47306

Future Data Processors

FDP members are preparing for careers in electronic data processing and computer sciences in vocational-technical and business schools and colleges. Extra-curricular classes for members are sponsored by the Data Processing Management Association, which founded the club.

For information write to:

Data Processing Management Association
524 Busse Highway
Park Ridge, Illinois 60068

Junior Engineering Technical Society

JETS is a club for students interested in engineering and technical occupations. It has 1,200 local chapters which sponsor lectures by leading engineers and technicians and take field trips to building projects.

For information write to:

Executive Director JETS Inc.
345 East 47th Street
New York, New York 10017

APPENDIX E: Commercial Materials

COMMERCIAL MATERIALS

Career Exploration Kits, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. "Work Widening Occupational Roles Kit" (Grades 6-9), "Careers for Women" (Grades 7-12), "Careers for High School Graduates" (Grades 7-12), "Career Information Kit" (Grades 9-12), "Occupational Exploration Kits" (Grades 9-12).

Chronicle Guidance File. Chronicle Guidance Publications Inc.

College Entrance VIEW Deck. Chronicle Guidance Publications, Inc., Moravia, New York. A file of two- and four-year college information organized so the student can select desired factors and receive names of colleges which offer these opportunities.

College Selection Programs, A Guidance service for students and parents, Houghton Mifflin, 1900 South Batavia Avenue, Geneva, Illinois 60134.

DUSO Puppets (Developing Understanding of Self and Others). American Guidance Service Inc., Publishers Building, Circle Pines, Minnesota 55014. Suitable for use in kindergarten, primary and intermediate grades.

Encountertapes for Vocational Education Groups, Human Development Institute, Atlanta, Georgia. (Available on loan from South Bend Career Resource Center) The program of 10 tapes aims at enhancing an individual's vocational potential through better self understanding and an expended experience of relating to others. Each tape exercise takes 1½ hours. Sample titles: "Self Appraisal," "Feedback."

Guidance Monograph Series, Set IV "Career Information and Development." Houghton Mifflin, 1900 South Batavia Avenue, Geneva, Illinois 60134.

Human Relations Kit, McGraw-Hill.

Job Experience Kits (2). 259 East Erie Street, Chicago, Illinois 60611. Includes 20 individual world of work kits which are representative of various job levels and fields. Kits give students an opportunity to solve problems typical of certain occupations, using actual tools when appropriate.

"Jobs in Mathematics." No. 8 Science Research Associates Cassette Series.

Job Survival Kits. Singer Education Systems.

Job Trends. Slide series, U.S. Department of Labor.

Occuscan (An Occupational Exploration Kit). Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Occupational Profiles. Johnson Publishing Company.

K-2: Scholastic Kindle, Scholastic Magazines Inc., 902 Sylvan Avenue., Englewood Cliffs, New Jersey 07632. Unit I: WHO AM I? (On records and cassettes) Parts: "Nothing Is Something To Do," "The Joy of Being You," "People Packages," "All Kinds of Feelings," "Do You Believe in Wishes." Also, Teaching Guide. Unit II: How Do I Learn? Unit III: Getting Along.

Science Careers Kit. Careers, Largo, Florida.

"Speech Mannerisms and Body Talk." Tapes. Argus Communications.

Subject Matter – Job related Posters. J. Weston Walch Publishing, Portland, Maine.

"Taped Interviews." Career Development Laboratory Series.

The Peabody Language Development Kit. American Guidance Service, Publishers Building, Circle Pines, Minnesota 55014.

The World of Work Cassette Tape Series (3 sets). Educational Resources, Inc., New York, New York. These tapes deal with inter-personal relations of the worker on the job. Topics covered by the tapes include "Too Much Talk;" "Money, Money, Money;" "Supervisors Are Human, Too," and "Don't Blow Your Cool." Tapes stimulate group discussion and are suggested for use with upper high school students. (Available on loan from the South Bend Career Resource Center.)

"Values in Choosing Jobs." Flashcards. Robert Hoppock, Occupational Information.

"What's It Like Series." John Colburn Associates Inc. Cassette Tapes.

"Work and Be Happy." Poster. Joe Kennedy Cartoons (Attitudes).

APPENDIX F: Films and Filmstrips

FILMS AND FILMSTRIPS

Acoustifone Corporation:
"Career Education"

Aims Instructional Media:
"Is a Career as a Technician for You?"
"Is a Career in Health Services for You?"

Argus Communications:
"Roles and Goals"

Arthur Barr Productions:
"The Loom"

Associates Films:
"African Rhythms"

American Vocational Association of Baldwin, New York:
"Careers in the World of Tomorrow"

A-V Center, Indiana University:
"A Newspaper Serves Its Community"
"Art and Man Series"
"Breakthrough: The Challenge of Agricultural Research"
"Career in Bacteriology"
"Circus People"
"Clay Pottery"
"Color Keying in Art and Living"
"Germany, People of the Industrial West"
"Good Grooming Series"
"Insect Enemies and Their Control"
"Magic World of Math"
"Meat From Range to Market"
"Music and Emotion"
"Music as Sound"
"Newspaper Story"
"Politics and Elections"
"Political Parties"
"Reading in Math and Science Areas"
"Story of Books"
"The Finder: Behind the News, The Reporter"
"Tommy's Day"

Baily Film Associates:
"Consumer Education Budgeting"
"Eggs to Chickens"
"Workers Who Build Houses"

Bowman Publications:
"A Direction for Tomorrow Series"
"Jobs for the Now Generation"
"The Money Tree"

Burnford Films:
"Rhythmic Exercises"

Coronet Films:
- "Music: Career or Hobby"
- "Posture Habits"
- "The Railroad Station"
- "Work Around the World"

DuPont Company:
- "Growth of the DuPont Company"

Edu-Craft:
- "World of Work"

Elkins Company:
- "Building a House"
- "Buses"

Encyclopaedia Britannica:
- "Airplane Trip by Jet"
- "Bread"
- "Care of Pets"
- "Cloth – Fiber to Fabric"
- "Farm Animals"
- "Job Opportunities Series"
- "Policemen and Policewomen"
- "The Hospital"
- "The Importance of Selling"
- "The Industrial Worker"
- "The Mailman"
- "The Passenger Trains"
- "The Rise of Labor"

Eye Gate House Series:
- "Applying for the Job You Want"
- "Labor Unions"
- "Production Line Worker"
- "School Helpers"

Film Associates of California:
- "How Clothing Is Made: The Story of Mass Production"

Filmstrip of the Month Club:
- "New Career Opportunities"

General Motors:
- "ABC's of Hand Tools"

Guidance Associates:
- "A Job That Goes Someplace"
- "A New Look at Home Economics Careers"
- "Choosing Your Career"
- "Dropping Out: Road to Nowhere"
- "First Things Series"
- "Four Who Quit"
- "Getting and Keeping Your First Job"
- "High School Course Selection and Your Career"

"Hung Up on Homework"
"I Wish I'D Known That Before I Went to College"
"If You're Not Going to College"
"Job Attitude Series"
"Jobs and Gender"
"Jobs for High School Students"
"Liking Your Job and Life"
"On the Job: Four Trainees"
"People Who Influence Others"
"People Who Work in Art"
"Preparing for the Jobs of the '70s"
"Preparing for the World of Work"
"Should You Go to College"
"The Adolescent Experience Series"
"The Job – The Kids"
"The You Others Know"
"Trouble at Work"
"Values for Teenagers: The Choice Is Yours"
"What You Should Know Before You Go To College"
"Why Work at All"
"Your Job Interview"
"Your Personality"

International Film Bureau:
"A Matter of Life"
"Cap"
"Student Nurse"

Kunz Inc.:
"Careers: Agri-Business"

Learning Corporation of America:
"The Transportation Revolution"

McGraw-Hill:
"Cotton – From Fiber to Fabric"
"Schools and Learning: Learning in My Job"

Modern Talking Picture Service:
"The Law Enforcement Officers"
"Thin Blue Line"

Northwestern Bell Telephone Company:
"Here Is Tomorrow"

Ohio State University:
"Farming's Fabulous Future"

Richard Rosen Press Inc.
"Your Future in Oceanography"

Rochemont Associates:
"I Never Went Back"
"The Trouble With Words"
"When I'm Old Enough: Goodbye"

Science Research Associates:
    "Foundations for Occupational Planning"
    "Making the Most of Your Money"
    "The Jobs Ahead"
    "Keys Series"

Sterling Educational Films:
    "Cooks, Chefs and Related Occupations"
    "Jobs in the Baking Industry"

Society for Visual Education:
    "Northeastern United States"
    "Personal Cleanliness"

Teaching Film Custodians:
    "Night Call"

Tompkins:
    "The Fireman"

Viking Films:
    "Lumber for Houses"

Vocational Films:
    "Opportunities Everywhere"

Vocational Rehabilitation Administration:
    "The Return"

APPENDIX G: Forms

STUDENT'S INTEREST SURVEY

1. Are you a girl _______ or a boy _______?

2. What is your favorite subject? Reading _______ Art _______ Math _______ Social Studies _______
Music _______ Science _______ Gym _______

3. Which is your favorite kind of music? Country & Western _______ Rock _______ Jazz _______

4. Who is your favorite singing group or person? ____

5. Have you ever been out of the United States? _______ If so, where? ________________________
Have you ever been out of Indiana? _______

6. What is your favorite sport? Football _______ Tennis _______ Basketball _______
Baseball _______ Swimming _______ Horseback Riding _______ Other _______

7. Do you like school? Yes _______ No _______

8. Who is your favorite teacher? ____

9. If you are a boy, do you have a girlfriend? Yes _______ No _______
If you are a girl, do you have a boyfriend? Yes _______ No _______

10. Which is your favorite season? Spring _______ Summer _______ Winter _______ Fall _______

11. Which is your favorite color? Red _______ Blue _______ Black _______ White _______
Purple _______ Orange _______ Green _______ Yellow _______ Brown _______ Pink _______

12. Should children be able to dress the way they want in school? Yes _______ No _______

13. What one world problem bothers you the most? War _______ Pollution _______ Drugs _______
Crime _______ Poverty _______ Race Problem _______ Atom Bomb _______
Overpopulation _______ Killing of Wildlife _______

14. Do you enjoy reading books? Yes _______ No _______

15. Have you attended another school? Yes _______ No _______
If so, where? ____

SAMPLE PERSONALITY CHECKLIST

1. Do you make friends easily?
2. Do you get along well with others?
3. Do you prefer to work alone?
4. Do you prefer to be a leader?
5. Do you prefer to be a follower?
6. Do you enjoy being in the spotlight?
7. Can you make a presentation before a group?
8. Does it make you nervous and tense?
9. Do you usually finish a task?
10. Which describes you most of the time?

    Patient ______________ Dependable ____________ Easy Going ______________

    Accurate ______________ Punctual ____________

11. Can you take constructive criticism?
12. Do you have a good sense of humor?
13. Are you a good sport?
14. Can you take advice?
15. Are you interested in the opinions of others?
16. Can you work under pressure?
17. Do you recognize your prejudices?
18. Is your appearance neat?
19. Are you nervous or restless?
20. Are you egotistical?

SAMPLE INTEREST CHECKLIST

1. What things do you like to do in your free time?

2. Do you spend most of your free time indoors or outdoors?

3. What are your hobbies?

4. Do you enjoy spending your free time alone or with others?

5. Do you like to read? If yes, make a list of magazines, newspapers and books you have read in the last year. Do these lists indicate anything about your interests?

6. Do you like T.V.? ______________ Movies? ______________ What types of movies are your favorite? ______________

7. What kinds of contests or competitions have you entered in the last year?

8. Do you like to work with your hands? ______________ If yes, list some of your skills.

9. Do you belong to any clubs or organizations? What ones do you enjoy most? (List in rank order)

10. What subjects do you like best in school? (List in rank order)

CHOICE BALANCE SHEET

CREDITS	DEBITS
Self Needs: 1. Interests 2. Skills 3. Education and/or Training 4. Physical Qualifications	Job Needs: 1. Interests 2. Skills 3. Education and/or Training 4. Physical Qualifications

MY PERSONAL INVENTORY

I. WHAT THINGS HAVE I DONE WITH ANY DEGREE OF SUCCESS?

II. WHAT THINGS HAVE I DONE THAT OTHERS HAVE COMMENDED ME FOR DOING IN AN EXCEPTIONAL MANNER?

III. WHAT JOBS HAVE I HELD? (Describe in detail)

IV. WHAT KIND OF EQUIPMENT CAN I OPERATE? (Start with your ballpoint pen)

V. WHAT ARE THE THINGS THAT I REALLY LIKE TO DO?

VI. WHAT ARE THE THINGS THAT I DO NOT LIKE TO DO?

VII. IF I HAD MY CHOICE, I WOULD CHOOSE THE FOLLOWING CAREER . . . .

Instructions for Answering the Above

1. Start with question No. 1. Complete the questions in numerical order.

2. Treat each question as a *separate entity*. As you complete each question, hide it, and do not look at it again until you have completed all seven questions. Do not worry about repetition or conflicting answers; this is taken into consideration.

3. All questions are answered back to the age of 10.

4. *All questions must* include all memory of *unpaid work, paid work, study*, and *play*.

5. When you have completed the last question, retrieve all other questions from your hiding place and lay them out and take a look at yourself. At this time you will note conflicting statements, areas of agreement, etc. At this time, study your answers carefully. You will now be in the process of analyzing yourself, if you have followed instructions.

6. Upon completion of your personal inventory, you will be eligible to enter the second phase of the Creative Career Development Program. You may then return to the advanced group at 8:45 p.m. on any Monday.

7. If you have not completed the personal inventory, you cannot be helped because you obviously will not help yourself.

INTERVIEWING A SPEAKER

Many of the speakers who are at the school will probably give you the opportunity to ask questions. Here are some guides which may help you ask better questions so that you obtain the information in which you are interested:

1. Word each question so that you will receive more than a "yes" or "no" answer.

   Example:

   > Mr. Shark, is it all right to purchase my skin diving equipment at any store that handles goods of this type? (Poor)
   >
   > Mr. Shark, what advice would you give regarding the standards I should apply in purchasing my skin diving equipment? (Good)

2. Keep your questions CLEAR. Avoid wording that is involved and confusing. Don't try to cover too much ground in one question.

   Example:

   > Mr. Shark, where and how often do you buy your equipment and why do you go to that store to make your purchases? (Poor)
   >
   > Mr. Shark, how often do you need to purchase new equipment? (Good)

Write one good question on either one of your career choices:

____

____

____

INTERVIEW QUESTIONNAIRE

Name ______________________ Date ______________

Business ______________________ Person Interviewed ______________

1. How long has this business been open?
2. How old is the building?
3. How many people work here?
4. Do you need any college education to work here?
5. What training do you need to work here?
6. Are you interested in your job a lot?
7. How old do you have to be to work here?
8. Do you have to have a license to work here? If so, how do you get one?
9. Does your work ever get boring?
10. Would you hire a person who has been suspended or expelled from school?
11. Would you hire a person who has a police record?
12. What time does this business open and close?
13. How do you like to work in Syracuse?
14. How did you get interested in your job?
15. Do you rent or own your building?
16. What are your employees' jobs?
17. Who is the founder of this business?
18. Do you know any history about this business?
19. How do you know what to buy for your business?
20. Did you want to be in this business since you were little?
21. Did you learn about your job in school?
22. What suggestions would you give to kids in school if they were interested in doing this when they grew up?
23. What is an average employee salary?
24. Did you have any other jobs before this and if so, what were they?
25. Did you have any other person work in managing this department before you?

26. Can you buy stock in your business?

27. If something is damaged, what do you do about it?

28. What do you feel is the most important job here?

29. If employees want to buy some of your products, do they get a discount?

30. Who helped you in starting your business?

31. Are you satisfied with your job?

32. Are jobs hard to get in Syracuse?

33. Have you ever had any kids come in to look at your business and interview you?

34. What is your average number of customers?

35. What are your shifts?

INTERVIEW REPORT

Student's name: Date:
Name of person interviewed:

Questions to be asked by person conducting the interview:

1. What is your title?
2. Exactly what do you do in your job?
3. Where are you employed?
4. What type of education or special training does a person need to enter your occupation?
5. How much on-the-job training did you receive?
6. Are any special physical characteristics necessary for performing your job?
7. What personality traits are helpful in your field?
8. What abilities are required?
9. How would you describe the working conditions in your job?
10. What hours do you work?
11. Could you tell me the approximate salary of workers in your occupation?
12. What are some of the fringe benefits offered by your company?
13. What are the prospects of getting a job and advancing in your occupation?
14. What do you consider the major advantages of your type of work?
15. What are the major disadvantages?

OCCUPATIONAL ORIENTATION, An Introduction to the World of Work, Teacher's Edition. Mississippi State University, 1973.

INTERVIEW REPORT FORM FOR JOB SURVEY

Name of firm ____________________

Nature of business ____________________

Street Address ____________________

Name of person interviewed ____________________

His title ____________________

Approximate number of persons hired within the past year for various jobs:

High school graduates:

How many	For what job

Dropouts:

Do you expect to hire more or fewer new persons in any of these categories in the next year? If so, in which jobs do you:

Expect to hire more

Expect to hire fewer

Other questions asked and answered, at your discretion, i.e., number of employees, percentage male and female, beginning pay, on-the-job training, busiest seasons or months.

PRIORITY SETTING

On the chart below, list in the left-hand column 12 actions related to career education that you will take in the near future. For the remainder of your work, use the number representing each action.

For each row of double numbers, compare the top number against each bottom number in sequence. (You are actually comparing one action against each of the other actions in turn.) For each comparison, circle the number of the action that holds greater priority for you.

Do not enter totals until you have received further instructions.

	Actions												Totals	Rank Order
#1		1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	1 10	1 11	1 12		
#2			2 3	2 4	2 5	2 6	2 7	2 8	2 9	2 10	2 11	2 12		
#3				3 4	3 5	3 6	3 7	3 8	3 9	3 10	3 11	3 12		
#4					4 5	4 6	4 7	4 8	4 9	4 10	4 11	4 12		
#5						5 6	5 7	5 8	5 9	5 10	5 11	5 12		
#6							6 7	6 8	6 9	6 10	6 11	6 12		
#7								7 8	7 9	7 10	7 11	7 12		
#8									8 9	8 10	8 11	8 12		
#9										9 10	9 11	9 12		
#10											10 11	10 12		
#11												11 12		
#12														

NOTES:

The number 12 is arbitrary. Any number may be used and the same chart employed (but only that part of the chart that ends with the column employing as denominator the number of concerns listed).

To compute totals, each item must be compared against all other items. (For 12 items, there will be 11 comparisons for each item, or 12 X 11 = 132 comparisons in all.)

On top line, all comparisons can be made by proceeding horizontally. However, for all (but one) other actions, proceed vertically, then horizontally. The last number will be totaled vertically.

Totals consist of number of circles for that action as it is compared to others.

Rank ordering puts highest total first, etc., to lowest total, which is last. In case of ties, add number for each ranking, divide by number of items tied.

SAMPLE SALES LETTER

R.R. 2, Box 332
Floyds Knobs, Indiana 47119
September 24, 1973

Mrs. Schlageter
R.R. 3, Box 351
New Albany, Indiana 47150

Dear Mrs. Schlageter:

I read a book recently Helen Keller's Teacher by Mickie Davidson. I enjoyed it very much. I think you would enjoy it, too. It's a great human interest story.

The story was about a young girl, Annie Sullivan, who taught a blind and deaf girl how to read Braille and understand hand language. It shows how a young teacher overcame many hardships. This story shows how people live their whole life in hardships.

Many people don't realize how lucky they are that they can see, they can hear, they can understand. This book made me realize how thankful I should be. And I think everyone should realize it.

Annie Sullivan was partly blind, and she grew up in a poor house with her smaller brother. Annie wasn't bitter and had much courage. She wouldn't give up teaching Helen, who was blind and deaf. Her courage and spirit will thrill you.

Please buy this book. I know you will enjoy it.

Thank you,

Roberta Stevens

April 16, 1973

Dear Syracuse Businessman,

I am a 4th grade student, and our class is interested in learning more about our local businesses. I would like to know more about your business establishment. On Wednesday, April 25, I would like to visit your business for about 45 minutes. I will be arriving between 9:30 - 10:45.

I would like to ask you questions about your business, such as how did you get interested in it, how long has this business been going, how much education or training do you need, what are the responsibilities of your employees, how old do you have to be to work there, how do you hire a person, how many employees do you have, etc.

My teacher, Mrs. O'Hare, or a room mother will drop me off at your business. I will be under your supervision while I am at your establishment. I would also like to bring a camera and/or a tape recorder if this is permissible. If this time is not convenient, or you choose not to have a visitor, please call Syracuse Elementary School at 457-3621. If you have any questions, please contact Mrs. O'Hare or Mr. Hamman.

Sincerely,

Mrs. Sharyn O'Hare, Teacher

Mr. Robert Hamman, Principal

March 7, 1973

Dear Parents,

The kindergarteners have planned and are becoming involved in an exposure to worker responsibilities and requirements through an extensive study of zoo animals and their care.

The purpose for this unit of work is to further increase student motivation to learn and to reinforce sound-symbol relationships and science concepts by relating studies and activities to the world of work.

One activity we have planned is the construction of a Kindergarten Zoo. The study of the animals will be in alphabetical order. Hopefully, the children will learn not only the name and outstanding characteristics and care of each animal but also learn or become more aware of the beginning letter and sound of its name.

Another activity creating much interest and excitement is a field trip to the zoo during the latter part of April. Here we hope to have a zoo worker actually feeding the animals or cleaning out a cage while we are there. The cost (transportation) for this trip will be 35¢ per child.

We have had an enthusiastic class discussion as to how your child might work to earn money for something he desires or wants such as this trip. Please help your child develop a greater awareness and appreciation of the function of work in our society and occupational world by encouraging him to earn and save his own money for this trip instead of just giving the money to him. He will surprise you if you will provide jobs and responsibilities for him to carry out at home.

We would appreciate your helping him to keep a work record or list of the job or jobs he does to earn the money. Later, we will ask him to bring this record with his money and field trip permission slip. Permission slips will not be sent home to be signed until about a week before the trip is to be taken.

Thank you so much for your cooperation.

Sincerely,

Cuba Little
Kindergarten Director

A SAMPLE LETTER TO INTERESTED TALENT

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices but, rather, to help students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist and to make their present schooling more relevant to their future. There are many things to become other than cowboys, firemen, nurses and teachers.

Your company or business may have some materials it would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

What is your job title or description?
Briefly describe what you do.
What aptitudes or skills are important for your job?
Do you have to deal with the public? If so, would you care to comment on this?
If you are separated from people most of the time, working with *things*, how do you feel about that?
Do you prefer *not* having to deal with the public or fellow workers?
What do you consider the best points of your job? the worst?
Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
What is the outlook? Will this type of employment exist when these students enter the world of work?
What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
How does this type of career relate to what these students do now in school?
General information on working conditions, bosses, employees, etc.

First Steps: Planning a Career Development Activity in Your Classroom, Northern Illinois University, DeKalb, Illinois, Revised, August, 1972.

HOW TO PREPARE FOR A FIELD TRIP

The following are suggestions of things to do to get ready. Each group will need to work out its own procedures depending upon the needs and interests of the group. However, there are some areas of definite responsibility.

The teacher should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experience offered by the trip.

2. investigating the situation (if possible taking the trip in advance) to become familiar with the place to be visited and things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from
   a. the principal before discussing it with the group.
   b. the person in charge of the place to be visited.
   c. the parents of the children.

Much of the field trip experience can be cooperatively planned. A teacher and class can:

1. List the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions. For example:

   a. What information do we already have about the place we will visit?
   b. What kinds of jobs will we see?
   c. What is the product produced?
   d. How will this trip fit into our unit of study?
   e. Do the people seem to enjoy what they are doing?
   f. Are there any particular things for which we should watch during the trip?

2. Gather information before the trip using books and audiovisual materials.

3. Discuss every detail of the trip.

   a. Time–date, hour of departure, time to be spent on the trip.
   b. Transportation–how the group will travel and the safety rules to be observed.
   c. Group needs–social responsibilities of each individual as a member of the group, the organization of the group while on the trip, the possible need for members of the School Patrol.
   d. Personal needs–type of clothing needed, need for lunch, special equipment or tools.

Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators. Northern Illinois University, DeKalb, Illinois, 1972.

FIELD TRIP REPORT

Name: ______________________________ Date of Field Trip: ______________

Place Visited: ______________________________

List some of the occupations which you observed:

______________________ ______________________

______________________ ______________________

List specific activities in which persons in each of these occupations were engaged:

______________________ ______________________

______________________ ______________________

List skills which are required for workers in these occupations:

______________________ ______________________

______________________ ______________________

List health or safety hazards that you observed:

______________________ ______________________

______________________ ______________________

Which of the jobs or activities observed did you find most interesting?

______________________ ______________________

______________________ ______________________

Which of the jobs or activities observed did you find least interesting?

______________________ ______________________

______________________ ______________________

Did the workers seem to enjoy their jobs?

____

How would you go about applying for a job there?

____

After the field trip, students may use the above form to indicate their impressions and observations. The teacher may want to familiarize students with the form before the field trip to make them aware of some things which they might observe.

OCCUPATIONAL ORIENTATION, An Introduction to the World of Work, Teacher's Edition. Mississippi State University, 1973.

STUDENT'S EVALUATION*

1. I have been made aware of continued change in the world of work.
Very much ______ Somewhat ______ Not at all ______

2. I feel that I can accept change and will not object to making personal changes in my work and in my personal life.
Yes ______ No ______ I don't know ______

3. I have become acquainted with the major fields of work and have developed a serious interest in one or more career areas.
Yes ______ No ______

4. I have had an opportunity to explore career possibilities in which I am interested, to make some comparisons and to reach some decisions regarding my own career.
Yes ______ No ______

5. I feel that I will need further training or education.
Yes ______ No ______

6. If the answer to No. 5 is "Yes," I know where I can find the training.
Yes ______ No ______

7. I feel that I will be ready to enter my chosen career when I have finished high school.
Yes ______ No ______

8. Three methods of achieving further education would be:
A. ________________________________
B. ________________________________
C. ________________________________

9. I have had an opportunity to discuss with a counselor or teacher my interests, abilities, weaknesses or strengths in relation to a career choice.
Yes ______ No ______ Yes, but I did not do so ______

10. I believe I have improved my own ability to get along with others.
Yes ______ No ______

11. I have considered my abilities so I can present myself favorably when applying for a job.
Yes ______ No ______

12. There is on file in the counselor's or administrator's office information which will help them in making recommendations for me.
Yes ______ No ______ I don't know ______

13. I feel that my entire high school experience has made an important contribution toward my future career choice.
Yes ______ No ______

14. Those courses which have been most important to me are:
__________________________ __________________________ __________________________

15. The course(s) in which I can see no relation to my future career is (are):
__________________________ __________________________ __________________________

16. Is having a job more important than any other personal goal?
Yes ______ No ______

17. I have had work experience while in high school.
Yes ______ No ______
If "Yes", indicate kind ______________________________

18. I have had the opportunity to visit with people who are actively engaged in the career field in which I am interested.
Yes ______ No ______

19. I have had the opportunity to attend a Career Program.
Yes ______ No ______

20. In my opinion my school provides adequate assistance concerning possible career choices.
Yes ______ No ______

A Guide for Developmental Vocational Guidance, Oklahoma State Department of Education, Oklahoma City, Oklahoma.

TEACHER'S SELF EVALUATION*

1. Do I know my pupils – their backgrounds, abilities and interests?
Yes ______ No ______

2. Do I know the school program?
Yes ______ No ______

3. Do I know the school policies regarding graduation requirements, attendance, credit, work experience, etc.?
Yes ______ No ______

4. Do I know the faculty, the clerical staff and the available specialists in the school?
Yes ______ No ______

5. Do I know the community agencies in my locality and the services which they make available?
Yes ______ No ______

6. Do I know sources of information on occupations and educational opportunities?
Yes ______ No ______

7. Do I maintain informal and objective notes on observations made of students.
Yes ______ No ______

8. Do I create the feeling in the classroom that I am interested in each student as a person and wish to cultivate his friendship?
Yes ______ No ______

9. Have I pointed out to my students that all honest work has dignity?
Yes ______ No ______

10. Do I provide ample opportunities for group participation?
Yes ______ No ______

11. Am I successful in developing group attitudes that will encourage a student when he does well and find ways of helping him when he does not do so well?
Yes ______ No ______

12. Are the members of the class successful in discovering one another's strong points and in assisting the teacher in providing opportunities for all students to demonstrate their abilities in a variety of ways?
Yes ______ No ______

13. Am I aware of potential dropouts and of students who seem to manifest little interest?
Yes ______ No ______

14. Have I extended an invitation to the school specialists, such as counselors, to visit my classroom so that the students may know them and the services they render?
Yes ______ No ______

15. Have I helped the students in the class learn some of the techniques and methods of objectively solving educational and emotional problems?
Yes ______ No ______

16. Do I use cooperative planning procedures in the classroom?
Yes ______ No ______

17. Have the students learned ways to evaluate their own problems?
Yes _______ No _______

18. Am I aware of the jobs in my community related to my subject area?
Yes _______ No _______

19. Do I assist students in securing part-time jobs related to my subject area?
Yes _______ No _______

20. Have I provided an opportunity for my students to investigate the career opportunities related to my subject area?
Yes _______ No _______

**A Guide for Developmental Vocational Guidance.* Oklahoma State Department of Education, Oklahoma City, Oklahoma.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME (LAST) (FIRST) (MIDDLE) AGE SEX

PRESENT ADDRESS (STREET) (CITY) (STATE)

PERMANENT ADDRESS (STREET) (CITY) (STATE)

PHONE NO. OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

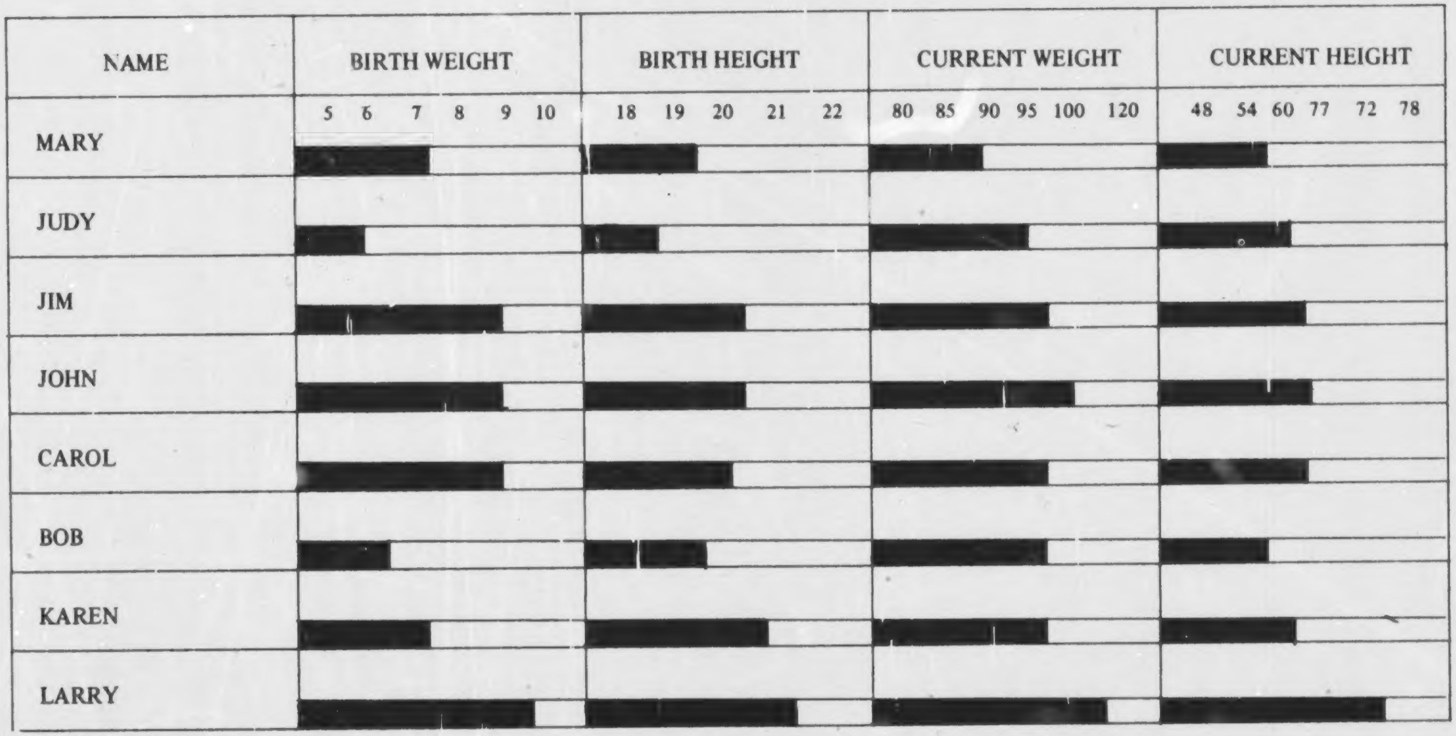
U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(CONTINUED ON OTHER SIDE)

(648) - FRONT

323
APPLICATION FOR EMPLOYMENT

GROWTH CHART



JOB RESUME

A job resume is one of the most important documents you may ever write. It is a sales promotion piece. Alone, a job resume will not get you a job, but it may open an employer's door.

Things to remember when preparing your resume (type on 8½" x 11" white stationery, limit to one page):

A resume is not a biography.

Accomplishments rather than qualifications should be emphasized.

Employers want to know what you can do for him.

Suggested format:

Name: Phone Number:

Address:

Job Objective:

Personal Data: (age, height, weight, health status; be brief)

Educational Background (Give only highest status):

Work Experience (The important section!):

Activities and Hobbies (Give brief sample):

References (No more than three; include their addresses and telephone numbers, no relatives and get permission to list a person as a reference):

PREPARING FOR A JOB INTERVIEW

The following list contains some suggestions that will be helpful in preparing for a successful interview.

1. Know what is done by the employer, what he manufactures, who buys his products and how, in general, they are made or what service he performs.
2. Decide why you desire employment with this particular employer.
3. Know the names of the executives, particularly the one you are going to see.
4. Summarize your qualifications and be able to state them concisely and intelligently. Include part-time, extra-curricular and volunteer experiences.
5. Be poised at all times.
6. While waiting in the outer office, watch what goes on around you. Read company literature.
7. Be sure you have the following things with you:
   pen, pencil and note pad
   Social Security card
   personal data record or job resume
   a letter of introduction or reference from someone known to employer
   samples of your work (if applicable)
   military service record (if applicable)
   birth certificate
   working permit (if applicable)
8. Plan to go alone.
9. Plan to arrive about five minutes early. Telephone if you are detained.
10. General appearance suggestions:
    clean hands and nails
    conservative attire
    reserved hair styling
    shined and well-cared-for shoes
    neatness and cleanliness cannot be overemphasized

HINTS FOR AN INTERVIEW

1. Be patient while waiting for an interview.
2. Smile and give your name distinctly when greeting the interviewer.
3. Use a firm handshake.
4. Address interviewer by his name.
5. Hang up coat when invited.
6. Smoke only upon request.
7. Be seated when invited.
8. Let the interviewer take the initiative.
9. Look directly at the interviewer when speaking.
10. Verbalize to the best of your ability, avoiding slang expressions.
11. Avoid being critical.
12. Be factual when answering questions.
13. Convey genuine interest and enthusiasm.
14. Avoid discussing personal problems unless applicable to job.
15. Be prepared to relate qualifications and previous experiences.
16. Ask what duties you would be expected to perform, working hours and fringe benefits.
17. If asked, state salary desired. If salary offered is unacceptable, do not mislead the interviewer. Either you are interested or not.
18. If asked, indicate preference as to job desired. Avoid saying "I'll take anything."
19. Inquire as to starting salary, raises and maximum salary allowed.
20. Send additional information promptly, upon request.
21. Suggest when and where you might be contacted, if necessary.
22. Leave promptly when interview is terminated.
23. Express appreciation for the interview.

SAMPLE JOB DESCRIPTION BRIEF

Usually work in a hospital or rest home
Work closely with patients by:
- helping them to bathe, dress and undress
- serving meals and feeding very ill patients
- giving alcohol rubs

Help doctors and nurses when asked

Are dependable, have good judgment
Are in good health, and are interested in helping the sick

Usually work a 40-hour week, 5-day week, sometimes including weekends
May work evening or night shifts

High school education desirable but not required
May be trained on the job
May become a practical nurse by taking additional courses

SALARY – ranges between $250 and $350 per month depending on job location and duties performed

FOR MORE INFORMATION ABOUT

NURSES AIDES

VISIT YOUR LOCAL

EMPLOYMENT SERVICE OFFICE

Sample Follow-up Form

Name: Maiden Name:

Present address:

Highest grade completed in school:

Present occupation:

When did you go in to full-time employment?

Where were you employed?

What type work did you do?

Who helped you find your first full-time job?

State employment service ______ Friend ______ Relative ______ Private ______

Employment agency ______ Other ______

Have you changed full-time jobs? ______ How many times ______

Major reasons for change: ____

____

What subjects in your high school training were most beneficial to you?

____

____

Why? ____

____

What other school experiences were beneficial to you? ______________________

____

Did you have additional training after high school? ______

If so, what ______________________ Did you complete the training ______

Are you still attending? ______

How many years did you attend? ______

Are you now employed in a job that is directly related to this training? ______

Have you been employed in a job that required a definite organized training program? (Example: apprenticeship, military school, etc.) ______

Sample Follow-up Form (con't)

Please name and describe the training program. ______________________________

____

What changes in the curriculum would you suggest to smooth the transition from high school to post high school training and/or to the world of work? (Be specific) ______________________________

____

____

____

Additional comments or suggestions: ______________________________

____

____

U.S. CENSUS CLASSIFICATION

Code	*Major Industrial Group*
A, and 017 and 018	Agriculture, forestry, and fisheries
126 to 156	Mining
C	Construction
B, M, and 2-, 3-, and 4-	Manufacturing
L, and 5-	Transportation, communications, other public utilities
D, F, G, and 606 to 696	Wholesale and retail trade
7-	Finance, insurance, real estate
806 to 809	Business and repair services
K, and 826 to 839	Personal services
846 to 849	Entertainment and recreation services
E, H, and 867 to 898	Professional and related services
J, and 906 to 936	Public administration

Code	*Major Occupational Group*
0- and 1-	Professional, technical and kindred workers
N, and 222	Farmers and farm managers
R, and 250 to 285	Managers, officials, proprietors (except farm)
Y, Z, and 301 to 360	Clerical and kindred
S, and 380 to 395	Sales workers
Q, and 401 to 555	Craftsmen, foremen and kindred workers
T, W, and 601 to 721	Operatives and kindred workers
P, and 801 to 803	Private household workers
810 to 890	Service workers (except private household)
U, V, and 901 to 905	Farm laborers and foremen
X, and 960 to 973	Laborers, (except farm and mine)

ROE'S TWO-DIMENSIONAL CLASSIFICATION

LEVEL	I Service	II Business Contact	III Organization	IV Technology	V Outdoor	VI Science	VII General Cultural	VIII Arts and Entertainment
1 Professional & managerial (inc. responsibility)								
2 Professional & Managerial								
3 Semiprofessional and small business								
4 Skilled								
5 Semiskilled								
6 Unskilled								

D.O.T. CLASSIFICATION

0 – Professional and managerial occupations

0-0 through 0-3	Professional occupations
0-4 through 0-6	Semiprofessional occupations
0-7 through 0-9	Managerial and official occupations

1 – Clerical and sales occupations

1-0 through 1-4	Clerical and kindred occupations
1-5 through 1-9	Sales and kindred occupations

2 – Service occupations

2-0	Domestic service occupations
2-2 through 2-5	Personal service occupations
2-6	Protective service occupations
2-8 through 2-9	Building service occupations

3 – Agricultural, fishery, forestry and kindred occupations

3-0 through 3-4	Agricultural, horticultural and kindred occupations
3-8	Fishery occupations
3-9	Forestry (except logging) and hunting and trapping occupations

4 and 5 – Skilled occupations

6 and 7 – Semiskilled occupations

8 and 9 – Unskilled occupations

HOLLAND'S CLASSIFICATION

Orientation	*Description*	*Relevant Major Fields*
Realistic	Masculine, physically strong, unsociable, aggressive . . . prefers concrete to abstract	Agriculture, agricultural education, physical education, recreation industrial arts, engineering forestry, trade and industry
Intellectual	Task-oriented, introspective, asocial, prefers to think through rather than act out, needs to understand	Architecture, biological science, geography, medical technology, pharmacy, mathematics, philosophy, physics, physical science, anthropology
Social	Socially receptive and responsive, feminine, needs attention, avoids intellectual problem-solving, orally dependent	Health education, education of exceptional child, mental retardation, speech, speech correction, education unclassified, nursing, occupational therapy, scholastic philosophy, social science, American civilization, sociology and social work
Conventional	Perfers structured numerical and verbal abilities and subordinate roles, conforming identified with power externals and status	Accounting, secretarial work, commercial (general and unclassified), business education, library science, economics
Enterprising	Verbal skills for dominating and selling, leading others . . . orally aggressive	Hotel and restaurant administration, hospital administration, history, international relations, political science, foreign service, industrial relations, public administration
Artistic	Asocial, avoids problems which are highly structured or require gross physical skills . . . introspective, need for individualistic expression	Art education, music, music education, English, journalism, fine and applied arts, foreign languages, and literature (all fields)

APPENDIX H: Games

GAMES

1. *Careers*, Price: About $4. Recommended for 6th grade and up. Players must decide what their own life success formulas will be (fame, happiness or money). The first player to reach his goal is the game winner.

2. *Charades*: Players are divided into two teams. Each team chooses a captain. One impartial umpire is chosen who does not take part in the game but enforces game rules and keeps time. The umpire will decide upon the charade topic and tell the team captains. The captains, having received the topic, proceed to act it before their own teams. In acting, no word may be spoken by the actor and no sounds made. Teammates may speak and ask questions throughout the game. Certain agreed upon signals may be permitted. Actor may hold up enough fingers to indicate number of words in the charade. He will then act out one word at a time until the entire charade is solved. The team solving the charade in the shortest amount of time is the winner.

3. *Game of Life*, Price: About $5. Recommended for 9th graders and up. Players all begin with success, failure and revenge. Fate plays a large role in the game, but decisions must also be made! As they go along Life's highway, players become millionnaires and retire in luxury or wind up broke at the game's end.

4. *Life Career*, Price: $35 each, $70 for set of 2. Western Publishing Company Inc., School and Library Department, 850 3rd Avenue, New York, New York 10022. Recommended for 9th graders and up. Players walk through eight years into the future, as decision-makers for a fictitious person presented to them in the form of a case history. These decisions form the score or game points which are indicators of the relative satisfactions of the life they have planned.

5. *The Game of Market*: Price $48. Benefit Press. Recommended for 5th-8th graders and up. Team play involving 18-40 students: Emphasis is placed on bargaining, rapid thinking and strategic thinking. Two major roles are those of the retailer and the consumer.

6. *Twenty Questions*: Someone in the group (leader) thinks of a famous character, either alive or dead. He announces this fact to the rest of the group as follows: "I am thinking of a person whose last name begins with "____initial____" (the initial of the last name is the only clue and must always be given). The group responds by asking specific questions referring only to occupation and vocation, to find out who the famous character is.

   The players may ask only 20 questions to discover the identity, and each question must refer only to occupation or vocation. All questions must be answered truthfully by mentioning some other famous character fitting the occupation mentioned and beginning with the required initial.

   If the person answering the question fails to answer correctly, a more leading question may be asked, and thus more information may be gained. Example:

Leader: I am thinking of a person whose last name begins with "K". (J.F. Kennedy)

Player: Is or was he a minister?

Leader: No, it is not King.

Player: Is or was he a clown?

Leader: No, it is not Kelley.

Player: Is or was he a judge?

Leader: (Unable to think of a prominent judge whose last name begins with "K," cannot answer the question, so he challenges the question. The questioner must name the judge he was thinking of. If he can, he gets to ask a free information question, such as "is he alive or dead," "is he a male or female," etc. If he cannot name the judge he was thinking of, the group is penalized one question.

Player: Is or was this person President of the United States?

Leader: Yes, it is Kennedy.

As soon as the profession of the person is guessed, the leader must answer "yes" and name the person.

The object of the game is to identify the person in fewer than 20 questions.

APPENDIX I: Inexpensive Sources of Career Information

INEXPENSIVE SOURCES OF INFORMATION

1. *A Directory of Free Materials for Counselors and Teachers*, A.L. Block. Sextant Systems Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210.
2. *After High School What*? R.L. Polk and Co., 2001 Elm Hill Pike, Nashville, Tennessee 31217, 1970.
3. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.
4. *Career Education*. U.S. Office of Education, Washington, D.C. 20202.
5. *Cumulative Career Index*. Chronicle Guidance Publications Inc., Moravia, New York 13118.
6. Curriculum Materials. Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Ave., Stillwater, Oklahoma 74074.
7. *Directory of Accredited Private Trade and Technical Schools*. National Association of Trade and Technical Schools, 2021 L. Street, NW, Washington, D.C. 20036. Free.
8. *Educators Guide to Free Guidance Materials*, Educators Progress Service Inc., Randolph, Wisconsin, 1969.
9. *Free Film Catalog*. Association Films Inc., 600 Madison Avenue, New York, New York 10022.
10. *Guidance and Occupations*. Indiana University Audiovisual Center, Bloomington, Indiana 47401.
11. *Job Guide for Young Workers*. U.S. Department of Labor, Washington, D.C. 20202.
12. National Center for Information on Careers in Education, 1607 N.W., Washington, D.C. 20009.
13. *NEED A LIFT? To Educational Opportunities, Careers, Scholarships, Employment!* American Legion, Department S., P.O. Box 1055, Indianapolis, Indiana 46206. Published annually.
14. New York Life Insurance Company Career Information Service, Box 51, Madison Square Station, New York, New York 10010.
15. *NVGA Bibliography of Current Occupational Literature*. American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W. Washington, D.C. 20009.
16. *School Subject and Your Career Series*. Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20210.
17. *Sources of Free Career Information*: A Selected List of Sources of Occupational Information, E. Victor Boyd. Chronicle Guidance Publications Inc., Moravia, New York, 1961.
18. *Sources of Occupational Information*. Division of Guidance and Testing, Ohio State Department of Public Instruction, 751 Northwest Boulevard, Columbus, Ohio 43212.
19. *The Career Information Center*, U.S. Department of Health Education and Welfare. U.S. Government Printing Office.
20. *Guide to Local Occupational Information*, U.S. Department of Labor. U.S. Government Printing Office, Washington, D.C. 20202.

APPENDIX J: Test Information

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

General Information: The test battery assists counselors in vocational guidance, regardless of whether a student intends to enter the armed forces. It provides the student in grades 9-12 with an opportunity to view military service as a potential career option just as he would objectively view alternative civilian career options. The test provides assistance in determining possible lifelong work-study goals.

Measures five aptitude areas: General technical, clerical administrative, electronics, general mechanical and motor mechanical.

Time: The nine paper and pencil subtests require approximately 2½ hours.

Norms: Based on national norms expressed in percentile ranks.

Cost: None. Armed services representatives administer and score the tests.

Publisher: U.S. Department of Defense (Contact local recruiter).

DIFFERENTIAL APTITUDE TEST

General Information: Primarily developed recognizing that intelligence is not a unitary trait but must identify separate traits to represent true potential of the individual. May be used for counseling purposes in grades 8-12.

8th and 9th grades – deciding high school curriculum.
10th and 11th grades – individual changes in educational and vocational objectives.
12th grade – transition from high school to college to employment.
post high school – employment selection and placement.

Measures seven aptitudes: verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, language usage.

Time: Five tests require 35-40 minutes each for complete administration. Language usage requires 40 minutes. Clerical speed and accuracy requires 10 minutes.

Norms: The norms for the DAT are expressed as percentile ranks. They are based on a sampling from 95 communities in 43 states representing all major geographic areas; 50,000 students from 195 schools. All testing was done in the fall.

Cost: Depending on the edition and the answer sheets used, $30 – $40.

Publisher: Psychological Corporation, 304 E. 45th Street, New York, N.Y. 10017.

GENERAL APTITUDE TEST BATTERY

General Information: The original edition of the General Aptitude Test Battery, popularly known as the GATB, was published in 1947 by the U.S. Employment Service. The test has been used widely since then and is one of the few tests that is accepted by the federal government for employment purposes.

The test itself consists of nine aptitude scores from 12 tests listed on the chart on the following page. The nine aptitudes were identified by factor analysis studies of over 50 tests that had been used by the USES over a period of years, and the 12 tests were chosen to provide for the measure of the nine aptitudes. Once these appropriate aptitudes had been identified and the test battery selected, the test was standardized by using a sample population of 4,000 from the general working population, stratified occupationally according to the 1940 census. The base population was restricted to workers in the age range of 18-45 and eliminated all farmers, farm laborers, farm managers and foremen; all proprietors, managers and officials; all mine workers and service workers. The characteristics of the working population sample were: (1) Mean age – 30.4 years with a SD of 9.0, (2) Mean education – 11.0 years with a SD of 2.6 and (3) Sex – equally divided.

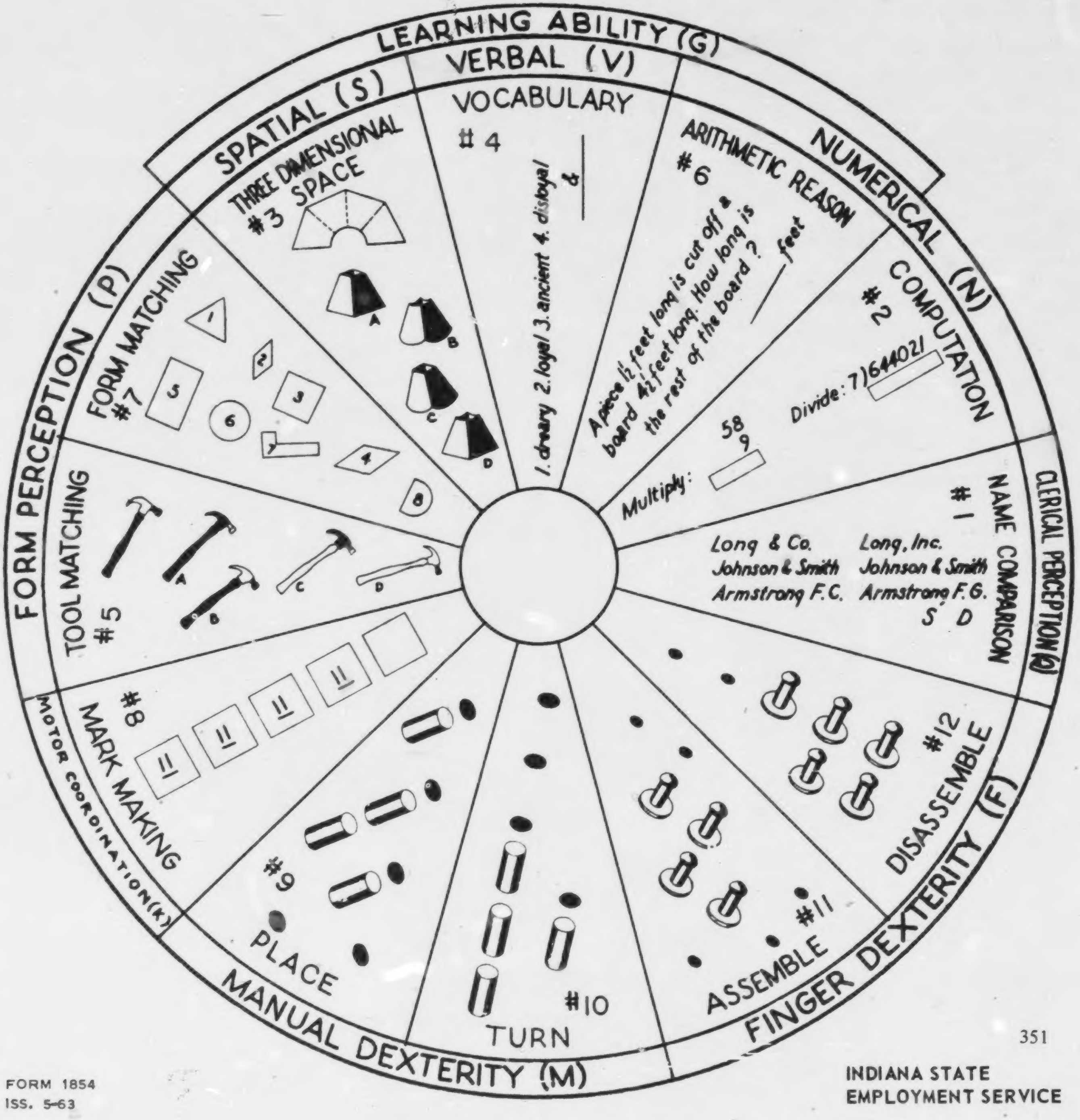
Time: The administration of the GATB requires 2½ hours.

Administration and Scoring: The GATB is administered by the U.S. Employment Service or by trained GATB testers on a contract basis, to individuals or small groups. The aptitude scores are standard scores where 100 represents the average (or mean). Thus, each test has the same scoring system standardized on the same working population sample. These aptitude scores are then keyed to occupations.

Cost: Available only through the government employment service, approximately $160. Available in reusable (B-1002) and non-reusable test editions (B-1001).

Publisher: U.S. Government Printing Office, Washington, D.C. 20210.

NINE APTITUDES MEASURED BY TWELVE TESTS IN THE GENERAL APTITUDE TEST BATTERY B-1002


LEARNING ABILITY (G)
VERBAL (V)
VOCABULARY
#4
1. dreary 2. loyal 3. ancient 4. disloyal
a
NUMERICAL (N)
ARITHMETIC REASON
#6
A piece 1½ feet long is cut off a board 4½ feet long. How long is the rest of the board? ___ feet
COMPUTATION
#2
Divide: 7)644021
Multiply: 58 9
CLERICAL PERCEPTION (Q)
NAME COMPARISON
#1
Long & Co.
Johnson & Smith
Armstrong F.C.
Long, Inc.
Johnson & Smith
Armstrong F.G.
S
D
FINGER DEXTERITY (F)
DISASSEMBLE
#12
ASSEMBLE
#11
MANUAL DEXTERITY (M)
TURN
#10
PLACE
#9
MOTOR COORDINATION (K)
MARK MAKING
#8
FORM PERCEPTION (P)
TOOL MATCHING
#5
A
B
C
D
FORM MATCHING
#7
1
2
3
4
5
6
7
8
SPATIAL (S)
THREE DIMENSIONAL SPACE
#3
A
B
C
D

351

FORM 1854
ISS. 5-63

INDIANA STATE
EMPLOYMENT SERVICE

DEFINITION OF APTITUDES

G - **LEARNING ABILITY** – The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school. Measured by Parts 3, 4, and 6.

V - **VERBAL APTITUDE** -- The ability to understand meaning of words and ideas associated with them, and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. The ability to present information or ideas clearly. Measured by Part 4.

N - **NUMERICAL APTITUDE** -- Ability to perform arithmetic operations quickly and accurately. Measured by Parts 2 and 6.

S - **SPATIAL APTITUDE** – Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space. Measured by Part 3.

P - **FORM PERCEPTION** – Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured by Parts 5 and 7.

Q - **CLERICAL PERCEPTION** -- Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. Measured by Part 1.

K - **MOTOR COORDINATION** – Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Probably related to reaction time. Measured by Part 8.

F - **FINGER DEXTERITY** -- Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately. Measured by Parts 11 and 12.

M - **MANUAL DEXTERITY** – Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.

HIGH SCHOOL PERSONALITY QUESTIONNAIRE

General Information: The High School Personality Questionnaire (HSPQ) is a standardized test that can be given individually or in a group setting, to yield a general assessment of personality development. The HSPQ measures 14 traits of personality which have been found to come near to covering the total personality. These 14 traits help predict school achievement, vocational fitness, danger of delinquency, likelihood of leadership qualities, etc. The reading level of the test is adapted to ages 11-18.

Time: Although there is no time limit, most subjects require no more than 40-50 minutes of working time per form. Allow 5 minutes for directions.

Scoring: Answer sheets may be scored by a streamlined hand stencil key by an experienced clerk in little more than a minute. Computer scoring and interpretation is also available.

Cost: $4 per pkg of 25 booklets, $2.50 per pkg of 50 answer sheets, $2 per pkg of 50 profile sheets.

Publisher: Institute for Personality and Ability Testing, 1602-04 Coronado Drive, Champaign, Illinois 61820.

KUDER OCCUPATIONAL INTEREST SURVEY
(FORM – E)

General Information: The OIS is intended for use in the following situations:

- With high school students in the 11th or 12th grade to supply information that may help them in making a vocational choice or deciding tentatively on a field of study.
- As early as the end of the 10th grade, with individuals who are likely to drop out of high school before graduation and who need help in identifying occupations at their level of skill that are consistent with their interests.
- With college freshmen, in group sessions or individually, to help them in selecting a major field of study.
- With adults in employment counseling and placement and retraining centers, or with any other adults contemplating a change of occupations, to help identify fields consistent with their interest patterns.

A forced choice test providing scores in 10 areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical.

Time: No time limit. Most people require 30 minutes to complete the inventory. Preliminary instruction period may take up to 15 minutes.

Scoring: OIS answer sheets can be scored only at Science Research Associates.

Cost: One package including answer sheets, interpretive leaflets, return envelopes and labels and machine scoring for 10 students is $, 2.50. Test booklets are bought separately.

Publisher: Science Research Associates Inc., 259 E. Erie St., Chicago, Illinois 60611.

OHIO VOCATIONAL INTEREST SURVEY

General Information: The Ohio Vocational Interest Survey (OVIS) is a new interest inventory designed to assist students in grades 8-12 with their educational and occupational plans. With its Data – People – Things approach to occupational counseling, OVIS is ideally suited for group or individual career orientation of the world of work. It is not intended as a basis for making vocational choices but as a stimulator of vocational exploration.

Time: Administration and testing will require 60-90 minutes.

Scoring: Scored only by publisher.

Cost: Booklets and answer sheets currently available on a limited basis from Indiana State Department of Public Instruction, Division of Vocational Education. Purchase price $20 (pkg. 35). Individual scoring is approximately 60 cents per student.

Publisher: Harcourt Brace Jovanovich Inc., New York, New York 10017.

STRONG VOCATIONAL INTEREST BLANK

General Information: The primary use of the Strong Vocational Interest Blank (SVIB) is for counseling high school and college students about their career choice. A series of 300+ items used to relate the interest of the student to the interests of men in 54 occupations. A similar form is available for women, although the men's form is usable with college-directed women. The women's form is scored for 30 occupations. Usually SVIB is not appropriate for use with unskilled, semi-skilled and skilled trade occupations because of both the item content and the research emphasis over the years. Practically all the research has concentrated on men and women with some college experience; much less is known about the use of interest measure among blue collar workers.

Time: Administration and testing will require 30-60 minutes.

Scoring: Machine scored.

Cost: $6 for a package of 25.

Publisher: Consulting Psychologists Press, Palo Alto, California 94306.

SUPER'S WORK VALUES INVENTORY

General Information: Super's Work Values Inventory measures 15 values highly correlated with work preference, of particular importance in determining an individual's satisfaction and success in his vocation. The test is recommended for grades 7-12, college and adult.

Time: Although there is no time limit, most subjects require no more than 10-15 minutes of working time. Allow 5 minutes for directions.

Scoring: Machine-scorable booklets can be scored by publisher.

Cost: $12 per 100 machine-scorable test booklets. Includes manual, scoring service, instruction sheet and 9 ID sheets. Specimen set, 90 cents.

Publisher: Houghton Mifflin Co., Geneva, Illinois 60134.

THE EDWARDS PERSONAL PREFERENCE SCHEDULE

General Information: The Edwards Personal Preference Schedule (EPPS) was designed primarily as an instrument for research and counseling purposes, to provide quick and convenient measures of a number of relatively independent, normal personality variables. The EPPS provides measures of 15 personality variables presented by H.A. Murray and others in 1938.

It is believed that the EPPS can add a good deal to the vocational and educational counseling of 12th grade and college students. It has been found useful to discuss the present relative strength of the variables, first in relation to the student himself by using a rank ordering of the raw scores, and then in relation to his own sex by using the percentile scores. During the interview, a discussion of the relationship suggested by the patterning of the scores rather than to place emphasis on extreme scores only was found to be very important.

Time: Administration and testing will require 50-60 minutes. Although it is not a timed test, students should be encouraged to work as rapidly as possible. All questions are to be answered. In cases of uncertainty, statements that the student believes to be more characteristic of himself should be chosen. It may be administered to large group or to an individual.

Scoring: Machine scored.

Cost: $7 for a package of 50 test booklets.

Publisher: The Psychological Corporation, New York, New York 10017.

THE SELF-DIRECTED SEARCH

General Information: Holland's Self-Directed Search is a self-administered, self-scored and self-interpreted vocational counseling tool. Its main purpose is to provide a vocational counseling experience, giving the results of the self-assessment experience as immediate feedback. The instrument follows the author's theory of vocational choice, organized in terms of his six personality types: realistic, investigative, artistic, social, enterprising and conventional.

Time: Although there is no time limit, most students require 30-50 minutes to self-administer, self-score and self-interpret the test.

Scoring: Self-scored upon completion of test.

Cost: Students test booklets, $1 each. Specimen set, $2.50.

Publisher: Consulting Psychologist Press, 577 College Ave., Palo Alto, California 94306.

THE SOCIOGRAM

General Information: The sociogram is a guidance technique that indicates graphically certain aspects of the interrelationships within a group of individuals. Sociometry is a somewhat broader term involving a study of these group relationships and ways of modifying them.

Since relationships change so rapidly among children, teacher or guidance worker should follow through by constructing a second sociogram after six or eight weeks. Preparation of the class for this process will affect its success.

Time: Varies, due to procedures used. The following procedures often are used:

> Ask the group to write the names of three classmates (indicating first, second and third choices) with whom they would like to work on a committee. If a certain type of committee, such as art or a subject area, is suggested, the students may choose children who excel in that particular field. Have them place their own name at the upper right-hand corner to avoid confusion with the choices.

Scoring: Tally the results privately. This can be done in a number of ways.

Sample

CHOSEN (number indicates choice)

CHOOSERS

	Lee	Sue	Ann	Tom	Bob	Amy
Lee		1			3	2
Sue	1				2	3
Ann	1	2			3	
Tom	2	1				3
Bob	2	1				3
Amy	1		3		2	
Totals	5	4	1	0	4	4

These results can be mapped out in various ways to show stars, isolates, mutual choices and cliques. In interpreting the results, the following questions might be asked:

1. Which children seem to be the most popular? Why?
2. Which children seem to be isolated from the group? Why?
3. What relationships are unexpectedly revealed?
4. What seems to account for the mutual choices?
5. What classroom situation may account for the various choices made?
6. In view of this analysis of interpersonal relationships, what steps would be taken to further develop skills in social relationships?
7. How should these children be grouped? (Be sure to follow by appointment of committees as indicated.)

WHAT I LIKE TO DO

General Information: This easy-to-use interest inventory helps identify a student's preferences in art, music, social studies, active play, quiet play, manual arts, home arts and science. Recommended for grades 4-7.

Time: Administration and testing will require 50-60 minutes.

Scoring: Hand scoring or machine scoring available.

Cost: Booklets (pkg. of 25), $6.50; Answer sheets (pkg. of 100), $8.40; Specimen set, $2.

Publisher: Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

APPENDIX K: Directory of Publishers

PUBLISHERS AND SOURCES
OF CAREER DEVELOPMENT MATERIALS

Aaron Press
14 E. 2700 South
Salt Lake City, Utah 84115

Abelard Schuman Ltd.
6 N. 57th Street
New York, N.Y. 10019

Abingdon Press
201 Eighth Avenue, S.
Nashville, Tenn. 37202

Academic Press Inc.
11 Fifth Avenue
New York, N.Y. 10003

Accounting Career Council
Distribution Center
College of Business Admin.
Notre Dame, Ind. 46556

Addison-Wesley Publishing Co.
Reading, Mass. 01867

Aims Instructional Media
P.O. Box 1010
Hollywood, Calif.

AFL-CIO Film Division
815 16th Street, N.W.
Washington, D.C. 20006

A.J. Nystrom Co.
3333 Elston Avenue
Chicago, Ill. 60618

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02110

Alp Publications, Inc.
3048 North 34th Street
Milwaukee, Wis. 53210

American Academy of Pediatrics
P.O. Box 1034
Evanston, Ill. 60204

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Association of University
Women
Educational Center
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

American Book Company
55th Fifth Avenue
New York, N.Y. 10003

American Educational Research Association
1201 16th Street, N.W.
Washington, D.C. 20036

American Guidance Service
Publishers Building
Circle Pines, Minn. 55014

American Hospital Association
Film Library
840 North Lake Shore Drive
Chicago, Ill. 60611

American Library Press
Publications Inc.
746 W. Wennebago Street
Milwaukee, Wis. 53205

American Institute of Biological
Sciences, Inc.
3900 Wisconsin
Washington, D.C. 20016

American Music Conference
332 S. Michigan Avenue
Chicago, Ill. 60604

American Personnel and Guidance
Association
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036

American School Counselor Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Sociological Association
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20009

American Trucking Association
1616 P. Street, N.W.
Washington, D.C. 20036

American Vocational Association Inc.
1025 15th Street, N.W.
Washington, D.C. 20005

Arco Publishing Co. Inc.
219 Park Avenue South
New York, N.Y. 10003

Argus Films
Distributors, Churchill-Wexler
Film Productions
801 North Seward Street
Los Angeles, Calif. 90000

Associated General Contractors
of America
1957 East Street, N.W.
Washington, D.C. 20036

Association Publishers Guidance
Publications Center
355 State Street
Los Altos, Calif. 94022

Association Films, Inc.
347 Madison Avenue
New York, N.Y. 10017

Avid Corporation
Instructional Systems Division
Ten Tripps Lane
East Providence, R.I. 02914

Bailey Film Inc.
6509 De Longpre Avenue
Hollywood, Calif. 90028

Barron's Educational Series Inc.
113 Crossways Park Drive
Woodbury, N.Y. 11797

B.T. Batsford Inc.
London, England

Bunting & Lyon Inc.
238 North Main Street
Wallingford, Conn. 06490

Benefic Press
10300 W. Roosevelt Road
Westchester, Ill. 60153

B.F.A. Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

B'nai B'rith Vocational Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Bobbs-Merrill Co. Inc.
4300 W. 62nd Street
Indianapolis, Ind. 46206

Bowmar Publishing Corp.
622 Rodier Drive
Glendale, Calif. 91201

Bruce Publishing Co.
New York, N.Y.

Burgess Publishing Co.
426 South Sixth Street
Minneapolis, Minn. 55415

Career Information Service
Southeastern Regional
Vocational-Technical School
250 Foundry Street
South Easton, Mass. 02375

Career Planning Center
Placement Services
3200 Student Activities Bldg.
University of Michigan
Ann Arbor, Mich. 48104

Careers Inc.
P.O. Box 135
Largo, Fla. 33540

Carlton Films
2870 Bartells Drive
Beloit, Wis. 53511

Centron Corporation
Dis-Young American Films
18 East 41 Street
New York, N.Y. 10000

The Challenge Reader Series
McCormick-Mathers
300 Pike Street
Cincinnati, O. 45202

Children's Press
1224 West Van Buren Street
Chicago, Ill. 60607

Children's Record Guide
(Young People's Records)
100 Sixth Avenue
New York, N.Y. 10013

Chilton Company
Book Division E.
Washington Square
Philadelphia, Paa.

Chronicle Guidance Publications Inc.
Moravia, N.Y. 13118

Columbia University Press
2960 Broadway
New York, N.Y. 10027

Continental Publishing Co.
1261 Broadway
New York, N.Y. 10001

Coronet Films
65 E. South Water Street
Chicago, Ill.

Counselor Films Inc.
1422 Chestnut Street
Philadelphia, Pa. 19102

Coward McCann Inc.
200 Madison Avenue
New York, N.Y. 10016

Croner Publications
211 Jamaica Avenue
Queens Village, N.Y. 11428

Crowell, Thomas Y. Co.
201 Park Avenue, South
New York, N.Y. 10003

David C. Cook Publishing Co.
850 North Grove Avenue
Elgin, Ill. 60120

David McKay Co. Inc.
750 Third Avenue
New York, N.Y. 10017

Day, John Co. Inc.
200 Madison Avenue
New York, N.Y. 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Ill. 60640

Detroit Visual Education Consultants
Detroit, Mich. 48200

Division of Health Film Library
P.O. Box 309
Madison, Wis. 53701

Dodd, Mead & Company
79 Madison Avenue
New York, N.Y. 10016

Dorsey Press
1818 Ridge Road
Homewood, Ill. 60430

Doubleday and Company
School and Library Division
Garden City, N.Y. 11530

Dutton, E.P. and Company
201 Park Avenue, South
New York, N.Y. 10003

Eastman Kodak Company
Information Films
343 State Street
Rochester, N.Y. 14659

Economy Company
5811 West Minnesota
Indianapolis, Ind. 46241

Edu-Craft, Inc.
6475 DuBois
Detroit, Mich. 48200

Educational Affairs Department
Ford Motor Company
Dearborn, Mich. 48120

Educational Dimensions
Box 146
Great Neck, N.Y. 11023

Educational Film Library
Association Inc.
250 West 57th Street
New York, N.Y. 10019

Educational Enrichment
Materials Inc.
83 East Avenue
Norwalk, Conn. 06851

Educational Horizons Press
Box 751
Melville, N.Y. 11746

Education Products Division
P.O. Box 4762
Clinton, Ia. 52732

Educational Progress Corp.
8538 East 41st Street
Tulsa, Okla. 74415

Educational Reading Service
320 Route 17
Mahwah, N.J. 07430

Educational Resources Inc.
P.O. Box 353, Old Chelsea Station
New York, N.Y. 10011

Educational Record Sales
157 Chambers Street
New York, N.Y. 10007

The K.D.I. Corporation
Educational Systems for Industry
4933 Auburn Avenue
Bethesda, Md. 20014

Elkins Company
10031 Commerce Street
TuJunga, Calif. 91042

Encyclopaedia Britannica
Educational Corp.
425 N. Michigan Avenue
Chicago, Ill. 60611

Engineering Foundation
Taylor Hall, 159
University of Texas
Austin, Tex. 78700

Eye Gate House Inc.
146-01 Archer Avenue
Jamaica, N.Y. 11435

Farm Film Foundation
1425 M. Street, N.W.
Washington, D.C. 20005

Farrar, Straus & Giroux Inc.
19 Union Square W.
New York, N.Y. 10003

Ferguson, J.G. Publishing Co.
Six N. Michigan Avenue
Chicago, IIll. 60602

Fideler Company
31 Ottawa N.W.
Grand Rapids, Mich.

Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

Firestone Tire & Rubber Co.
1200 Firestone Parkway
Akron, O.

Follett Publishing Co.
1000 N. Washington Blvd.
Chicago, Ill. 60607

Ford Motor Co.
Service Training Department
Central Office Building
The American Road
Dearborn, Mich. 48121

Friendship Press
475 Riverside Drive
New York, N.Y. 10027

Frith Films
1816 North Highland Avenue
Hollywood, Calif.

Garden City Books (Doubleday)
Garden City, N.Y. 11530

Garrard Press
510-522 North Hickory Street
Champaign, Ill.

General Electric
Educational Relations Service
1 River Road
Schenectady, N.Y. 12300

General Motors Corp.
Public Relations Staff
Detroit, Mich. 48202

George A. Pflaum, Publishers
38 W. Fifth Street
Dayton, O. 45402

Ginn & Company
Statler Bldg.
Back Bay
P.O. 191
Boston, Mass.

Girl Scouts Inc.
Visual Aids Services
155 East 44 Street
New York, N.Y. 10000

Golden Press Inc.
850 Third Avenue
New York, N.Y. 10022

Goodrich, B.F. Co.
Akron, O.

Gordon Flesch Co.
225 Beltline Highway, N.
Madison, Wis. 53713

Grosset & Dunlop Publishing Co.
51 Madison Avenue
New York, N.Y. 10010

Guidance Associates
Pleasantville, N.Y. 10570

Guidance Exchange
3310 Rochambeau Avenue
Bronx, N.Y. 10467

Halewyn Films
106 John Street
Toronto, Canada

Harcourt, Brace & Jovanovich
757 Third Avenue
New York, N.Y. 10017

Harper and Row, Publishers
2500 Crawford Avenue
Evanston, Ill. 60201

Harper and Row, Publ.
Keystone Industrial Park
Scranton, Pa. 18512

Hart Publishing Co.
New York, N.Y. 10003

Hastings House Publishers Inc.
151 East 50th Street
New York, N.Y. 10022

Hawthorne Books Inc.
70 Fifth Avenue
New York, N.Y. 10011

Health Careers Program
P.O. Box 289
Madison, Wis. 53701

D.C. Heath & Company
285 Columbus Avenue
Boston, Mass. 02116

Henk Newenhouse, Inc.
1825 Willow Road
Northbrook, Ill. 60093

Holiday House
8 West 13th Street
New York, N.Y.

Holt, Rinehart & Winston
383 Madison Avenue
New York, N.Y. 10017

Human Resource Consultants
1950 Allison Park Drive
Richland Center, Wis. 53581

Houghton-Mifflin Co.
2 Park Street
Boston, Mass. 02107

Imperial International Learning
P.O. Box 548
Kankakee, Ill. 60901

Indiana Employment Security Division
Indiana State Employment Service
10 North Senate Avenue
Indianapolis, Ind. 46204

Indiana University
Audio-Visual Center
Bloomington, Ind. 47401

Institute for Research
537 South Dearborn Street
Chicago, Ill. 60600

International Film Bureau
332 South Michigan Avenue
Chicago, Ill. 60604

Instruction Media Company
P.O. Box 185
Green Lake, Wis. 54941

International Communications
Division of Doubleday
Santa Ana, Calif. 92705

Jam Handy Inc.
2861 East Grand Boulevard
Detroit, Mich. 48211

J.C. Penney Co.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, N.Y. 10019

Julian Messner
One West 39th Street
New York, N.Y. 10018

John Colburn Associates, Inc.
265 Alice Street
Wheeling, Ill. 60090

Johnson Press Inc.
Vocational Education Division
P.O. Box 4156
1800 Broadway
Rockford, Ill.

Johnson Publishing Co.
428 South Wilbur
Mesa, Ariz. 85202

King Features Syndicate
235 E. 45th Street
New York, N.Y. 10017

Knopf, Alfred A., Inc.
30 West 60th Street
New York, N.Y. 10023

Knowledge Aid
6633 West Howard Street
Niles, Ill. 60648

Lantern Press
257 Park Avenue, South
New York, N.Y.

Lawren Productions Inc.
P.O. Box 1542
Burlingame, Calif. 94010

Learning Corporation of America
711 5th Avenue
New York, N.Y. 10022

Lippincott, J.B. Co.
E. Washington Square
Philadelphia, Pa. 19105

Little, Brown and Company
34 Beacon Street
Boston, Mass. 02106

Lithrop Publishing Co.
105 Madison Avenue
New York, N.Y. 10006

Louis DeRochemont Associates, Inc.
18 E. 48th Street
New York, N.Y. 10017

Lyons and Carnahan
Ed. Div.-Meredith Corp.
407 E. 25th Street
Chicago, Ill. 60610

McCormick Mathers
300 Pike Street
Cincinnati, O. 45202

The Macmillan Company
866 Third Avenue
New York, N.Y. 10022

Maco Publishing Co., Inc.
757 Third Avenue
New York, N.Y. 10017

Maine Coop. Extension Service
University of Maine
Orono, Me. 04473

Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

McGraw-Hill Films
330 West 42nd Street
New York, N.Y. 10036

McGraw-Hill Books Co.
330 West 42nd Street
New York, N.Y. 10036

McKnight Publishing Company
Route 66 & Towanda Avenue
Bloomington, Ill. 61701

Melmount Publishers, Inc.
1224 North Van Buren Street
Chicago, Ill. 60607

Merchandiser Film Prod.
419 Park Ave., South
New York, N.Y. 10016

Meredith Press
1716 Locust Street
Des Moines, Ia. 50303

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, O. 43216

Michigan Employment Security Comm.
Employment Service Division
7310 Woodward Avenue
Detroit, Mich. 48292

Minnesota Dept. of Education
Pupil Personnel Services Section
Private Trade School Unit
St. Paul, Minn. 55101

Missouri Dept. of Labor and
Industrial Relations
Division of Employment Security
Box 59
Jefferson City, Mo. 65101

M.I.T. Press
Mass. Institute of Technology
Cambridge, Mass. 02142

Modern Talking Picture
Services, Inc.
1212 Avenue of the Americas
New York, N.Y. 10036

Morrow, William & Co.
425 Park Avenue South
New York, N.Y. 10016

Music Educators National Conf.
Washington, D.C. 20000

National Association of Manufacturers
277 Park Avenue
New York, N.Y. 10017

Nat. Assoc. of Trade & Tech.
Schools
2021 L. Street, N.W.
Washington, D.C. 20036

National Center for Audio Tapes
University of Colorado
Stadium Bldg., Room 319
Boulder, Colo. 80302

National Committee for Careers
in Medical Technology
1501 New Hampshire Avenue, N.W.
Washington, D.C. 20036

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Vocational-Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Nelson, Thomas & Sons
Copeward & Drive Streets
Camden, N.J. 08103

Neubacker Productions
10609 Bradbury Road
Los Angeles, Calif. 90064

NEWIST
P.O. Box 7711
Green Bay, Wis. 54303

New York Life Insurance Co.
Career Information Service
Box 51
Madison Square Station
New York, N.Y. 10010

New York State Department of Labor
370 7th Avenue
New York, N.Y.

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Dept. of Labor
Washington, D.C. 20212

Oceans Publications Inc.
40 Cedar Street
Dobbs Ferry, N.Y. 10003

Occu-Press
P.O. Box 1464
Grand Central P.O.
New York, N.Y. 10003

The Odyssey Press Inc.
55 Fifth Avenue
New York, N.Y. 10003

Ohio State Bureau of Employment Services
145 South Front Street
Columbus, O. 43215

Ohio State University
Vocational Agriculture Service
Columbus, O. 43210

Oxford University Press
417 5th Avenue
New York, N.Y.

Owen, F.A. Publ. Co.
Dansville, N.Y. 14437

Pat Dowling Pictures
1056 South Robertson Blvd.
Los Angeles, Calif. 90000

Palmer Publications
25 West 45 Street
New York, N.Y. 10036

Park Publishing House
414 West Vleet Street
Milwaukee, Wis. 53208

Parker Publishing Co.
W. Nyack, N.Y. 10994

Personnel Press Inc.
200 Nassaw Street
Princeton, N.Y. 08540

Personnel Research Institute
Western Reserve University
Cleveland, O. 44106

Personnel Services
P.O. Box 306
Jaffrey, N.H. 03452

Phoebe James Rhythm Records
Box 904
Mentone, Calif. 92359

Pitman Publishing Company
20 East 46th Street
New York, N.Y. 10017

Pflaum/Standard
38 West 5th Street
Dayton, O. 45402

Popular Science Audio Visuals
5235 Ravenswood Avenue
Chicago, Ill. 60640

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 17632

Prudential Insurance Co.
Prudential Plaza
Newark, N.J. 07101

Psychological Corporation
304 East 45th Street
New York, N.Y. 10016

Public Affairs Pamphlets
381 Park Avenue South
New York, N.Y. 10016

Putnam's, G.P. Sons
200 Madison Avenue
New York, N.Y. 10016

Radio House
University of Texas Press
Box 7819
University Station
Austin, Tex. 78712

R.A. Stone Products
18279 Livernois
Detroit, Mich. 48221

Rand McNally & Company
P.O. Box 7600
Chicago, Ill. 60680

Random House School & Library Service
201 East 50th Street
New York, N.Y. 10003

Regents Publishing Company
Div. of Simon & Schuster, Inc.
200 Park Avenue, South
New York, N.Y. 10003

Research Publishing Company
Box 1474
Madison, Wis. 53701

Reynolds Metal Company
Richmond, Va.

Richtext Press
1224 West Van Buren Street
Chicago, Ill. 60607

R.L. Polk & Company
130 4th Avenue North
Nashville, Tenn. 37219

R.O.A.'s Films
1696 North Astor Street
Milwaukee, Wis. 53202

The Ronald Press Company
15 East 26th Street
New York, N.Y. 10010

Rosen, Richard Press, Inc.
29 East 21st Street
New York, N.Y. 10010

St. Paul Public Library
90 West Fourth Street
St. Paul, Minn. 55102

San Diego County Department of Education
Audio Visual Service
San Diego, Calif.

Scholastic Magazines, Inc.
902 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

Scott Foresman & Company
1900 East Lake Avenue
Glenview, Ill. 60025

Scribner's, Charles Sons
597 Fifth Avenue
New York, N.Y. 10017

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, Ill. 60076

Sextant Systems Inc.
3048 North 34th Street
Milwaukee, Wis. 53210

Silver Burdett Company
Park Ave. & Columbia Road
Morristown, N.J. 07960

Simon and Schuster Inc.
630 Fifth Avenue
New York, N.Y. 10020

Singer Education Systems
3750 Monroe Avenue
Rochester, N.Y. 14603

S.L. Film Productions
5126 Hartwick Street
Los Angeles, Calif. 90041

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

South-Western Publishing Co.
5101 Madison Road
Cincinnati, O. 45227

Spencer International Press
155 North Wacker Drive
Chicago, Ill.

Springer Publishing Co. Inc.
200 Park Avenue, South
New York, N.Y. 10003

Stanford University Press
Stanford, Calif. 94305

Steck-Vaughn Co.
Austin, Tex. 78700

Sterling Educational Films Inc.
6 East 39th Street
New York, N.Y. 10023

Sterling Publishing Co.
419 4th Avenue
New York, N.Y.

C.H. Stoelting Company
424 North Homan Avenue
Chicago, Ill. 60624

Success Motivation Institute
P.O. Box 7614
Waco, Tex.

Syracuse University Press
Box 87
University Station
Syracuse, N.Y. 13210

Teachers College Press
Teachers College
Columbia University
525 West 120th Street
New York, N.Y. 10027

Teaching Films Custodians
25 West 43rd Street
New York, N.Y.

Time Inc.
Time and Life Bldg.
Rockefeller Center
New York, N.Y. 10020

Troll Associates
East 64 Midland Avenue
Paramus, N.J. 07652

United Airlines
Director oi Personnel
Executive Offices
P.O. Box 66100
Chicago, Ill. 60666

The United Educators Inc.
Educational Center
801 Greenbay Road
Lake Bluff, Ill. 60687

United World Films Inc.
221 Park Avenue South
New York, N.Y. 10003

University of Chicago Press
5750 Ellis Avenue
Chicago, Ill. 60687

University of Michigan Press
615 East University
Ann Arbor, Mich. 48106

University of Minnesota
Dept. of Audio Visual Extension
2037 University Ave. Southeast
Minneapolis, Minn. 55455

University of North Carolina Press
Box 510
Chapel Hill, N.C. 27514

University of Wisconsin – La Crosse
Film Library, A-V Center
La Crosse, Wis. 54601

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base, Tex. 78148

U.S. Army, Army Opportunities
Hampton, Va. 23669

U.S. Department of Agriculture
Washington, D.C. 20250

U.S. Department of Labor
Washington, D.C. 20250

U.S. Government Film Service
U.S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, N.Y. 10019

U.S. Government Printing Office
Supt. of Documents
Washington, D.C. 20402

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Viking Press Inc.
625 Madison Avenue
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Visual Education Consultants
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Visual Materials Inc.
Redwood City, Calif.

Vocational Films
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Park Ridge, Ill. 60068

Universal Publishing and Distributing
Education
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New York, N.Y. 10017

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10 Davis Drive
Belmont, Calif. 94002

Walck, Henry Z. Inc.
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New York, N.Y. 10003

Walch, J. Weston, Publishing
Portland, Me.

Wallace Puppet Films
Dist., Athena Films
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New York, N.Y.

Watts, Franklin
575 Lexington Avenue
New York, N.Y. 10022

Western Publishing Company
850 Third Avenue
New York, N.Y. 10022

Westminister Press
Witherspoon Bldg.
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Whitman, Albert & Company
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Chicago, Ill. 60606

John Wiley & Sons, Inc.
605 Third Avenue
New York, N.Y. 10016

The H.W. Wilson Company
950 University Avenue
Bronx, N.Y. 10452

Wis. Board of Vocational
Technical & Adult Education
137 E. Wilson Street
Madison, Wis. 53702

Wis. Dept. of Public Instruction
126 Langdon Street
Madison, Wis. 53702

Wis. State Employment Service
Occupational Analysis Field Center
310 Price Place
Madison, Wis. 53705

World Book Encyclopedia
Merchandise Mart Plaza
Chicago, Ill.

World Publishing Company
2231 West 110th Street
Cleveland, O. 44102

World Trade Academy Press
50 East 42nd Street
New York, N.Y. 10017

Young America Filmstrips
c/o McGraw Hill Book Company
330 West 42nd Street
New York, N.Y. 10036

Young People's Records
Children's Record Guild
100 6th Avenue
New York, N.Y.

APPENDIX L: Bibliography

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